

Summer Break

At the seaside

Deep inside me lurks the solid working-class belief that a holiday, if it is to count, must include the three vital elements of sand, sea and promenade—with the pier as an optional extra.

When I was a boy it was Blackpool. In fact, for a time I thought Blackpool was the only place on earth where the sea touched the land. When people talked of "going down South" for their holidays, I thought they meant the south end of Blackpool, and I puzzled my little head for ages over their odd little belief that it was warmer down there.

Now, although I still believe that the best fish and chips in the universe are fried along the Golden Mile, I have mellowed rather and look for somewhere quieter and a little cooler on the pocket. So it is that each summer for some time past I have seen the same thing many times since.

His museum is all that a place of its kind should be—information centre, clearing house for voluntary groups, home for nostalgic items. It prompts the question, of course, as to when any of us last entered our own local museum? Or whether we support it from school, and make use of it? At a time like this, with cuts going on all over the place, facilities such as these need all the support they can get.

A lovely place, run with great enthusiasm by a very likeable man. It prompts the question, of course, as to when any of us last entered our own local museum? Or whether we support it from school, and make use of it? At a time like this, with cuts going on all over the place, facilities such as these need all the support they can get.

Right and left, children are being denied ice cream, forced to eat unwanted potted meat sandwiches, vigorously rubbed with sand-impregnated towels and generally harassed by overworked adults. Time and time again a child walk-

ing towards you with his parents will suddenly exhibit that explosive forward thrust of the pelvis which betokens the arrival of a terrific belt on the backside.

This evening I passed a woman who was carrying her toddler with apparent Madonna-like tenderness along the sea front. As she drew level, I heard her whispering venomously: "You see the NAUGHTYEST little girl in the WHOLE WORLD."

This year, however, with this column to write, I fled the beach for some of the time in search of people to write about. The ones I found I liked very much.

Museum piece

John Sales is curator of the small museum in Bridport. I mean no unkindness when I say that he looks the part—to see him standing benignly at his desk, half-moon glasses in position to understand the feelings of the little girl who asked him one day if he was God. In fact, though, he has a most un-God-like way with children.

I recall one little girl taking in to him a probably quite insignificant clay pipe fragment which she had found. The pains he took over this—coveys, magnifier, specimen bag, reference books—impressed me then as the act of a real educationist, and I have seen the same thing many times since.

His museum is all that a place of its kind should be—information centre, clearing house for voluntary groups, home for nostalgic items. It prompts the question, of course, as to when any of us last entered our own local museum? Or whether we support it from school, and make use of it? At a time like this, with cuts going on all over the place, facilities such as these need all the support they can get.

Primary magic

Graham Creed is head of a school in the middle of the most beautiful rural scenery in the world. The building is itself interesting because it is really a thirteenth century church which, 100 years ago, was knocked down and moved from the next village to provide the new school. The back of the thirteenth century doorway.

To my eye, working as I do in a 300-pupil middle school, Creed's village school seemed very small, and yet wonderfully homely, like the favourite room in a crowded anonymous suburban existence. I can hardly imagine a job like Creed's being done by one of those teachers who insists on living where he is not likely to meet any of his pupils.



Sand, sea and cliffs in West Bay, Bridport, Dorset.

School has an infant class and a junior class, the partition between the two sounds a lot of its time standing open.

Schools like this are, of course, on the way out. This one is still there largely because there is no alternative, short of expensive building alterations somewhere else. He admits that smallness has its problems, but it is clear, too, that he is a man who loves the challenge which it brings.

Cooperative teaching, vortical grouping, individual learning—all of them looked upon as innovations by the urban junior teacher—were part of the necessary stock in trade to the village schoolmaster, and have been ever since compulsory schooling began.

The setting in which Creed works is little short of magical. Lichened stone walls surround the playground, a horse chestnut tree shades the grass and behind the building the ground slopes up to form the perfect arena for outside assemblies. Seen from the top of this slope the village stretches out to form a scene unchanged for 200 years—give or take a television aerial or two and the Kawasaki motorbike parked at the crossroads.

Not surprisingly, the school's work is closely integrated with the rural setting and the children spend plenty of time out and about.

It would be foolish, though, to suggest that life for Graham Creed is a sort of rustic idyll. How to provide for the wide range of age and abilities is clearly a continuing worry. "The parents are very keen for their children to succeed academically," he says.

Always a man for hanging on to the relevant bits of paper, Thornburn is able to produce long-term statistics which demonstrate that, at least in terms of examination results, Bridport children do considerably better at Colfax than they did when they were split between three secondary schools.

Rustic secondary

Urwid Thornburn is head of the Colfax School, on the northern outskirts of Bridport, a six-form entry comprehensive of about 900 pupils. This year he celebrates his twenty-first year as founding head. We need, I think, to remind ourselves from time to time that the comprehensive school, contrary to the impression put about by many critics, is not a new phenomenon.

Colfax opened, purpose-built, in 1956—and it was no easier comprehensive with a selective school down the road, because Bridport Grammar closed when Colfax opened.

Thornburn is an enthusiastic proponent of the rural comprehensive. "Although," he says, "I would rather call it a rural universal school," Colfax replaced a two-form entry grammar, a one-form secondary modern and a one-form entry "general" or all age school. He fails to see how a comprehensive school could be anything other than an improvement on the sort of set up. In his prize giving speech this year he said: "... the typical small country towns of rural England do not have more than 200 grammar school pupils in the area. With staff of only 10, a country grammar school could not be efficient."

Thornburn is an interesting man, the more so because he fails completely to give off the aura of the typical teacher. One clue to his personality obviously lies in the fact that his wartime experience clearly made a very deep impression upon him. The military turn of phrase comes easily and, as he says, "When you have commanded a company of tanks in action, nothing which happens in school can ever seem worth panicking about kind."

he clearly revelled in the business of opening, all these years ago, one of the first comprehensive schools in the country. It was a time, after all, when no L.E.A., let alone D.E.S., had much experience of such a thing to draw upon. Incidents which would have floored some men have served rather to give him a precious fund of anecdotes which he retails with great relish.

His approach was then, and has remained, pragmatic. One of the commonest mistakes in education, he thinks, is to believe that what works in one place will necessarily work in another. Typical of his philosophy is the way that Colfax has moved cautiously from the streaming of the early days to the mixed ability grouping which makes much of its work today.

Here's where it's at

I believe fervently in schools as in the concept of the pupil and his academic mentor. More and more, though, I become convinced that we who have the job of putting this notion into practice are being introverted and too sure that we have the answers. So, although I enjoyed my very brief look at institutionalized learning down here, I found in the end that perhaps the most educationalist I saw makes no claim to be a proponent of formal instruction.

Along the coast road to Westmouth, overlooking one of the most beautiful and unspoiled stretches of coastline in Europe, there is a house belonging to the Orfina Community. This is a Christian group which sprang, like many others, from the spiritual watershed of the Second World War.

The Community has two centres—the other one is on the Essex coast. People come to them for spiritual refreshment—although religious conviction is not a prerequisite—and some are literally recreating themselves after emotional and personal disasters of one kind or another.

There is a real determination to see that whatever kind of "mix" is present at any one time, the sense of community and brotherhood is sustained and developed. At a rather facetious level this was well tested recently by the presence in the house, at one and the same time, of a group of naturalists with binoculars and a group of young people with shotgun chaffin and the rabbit and pigeon population to each other.

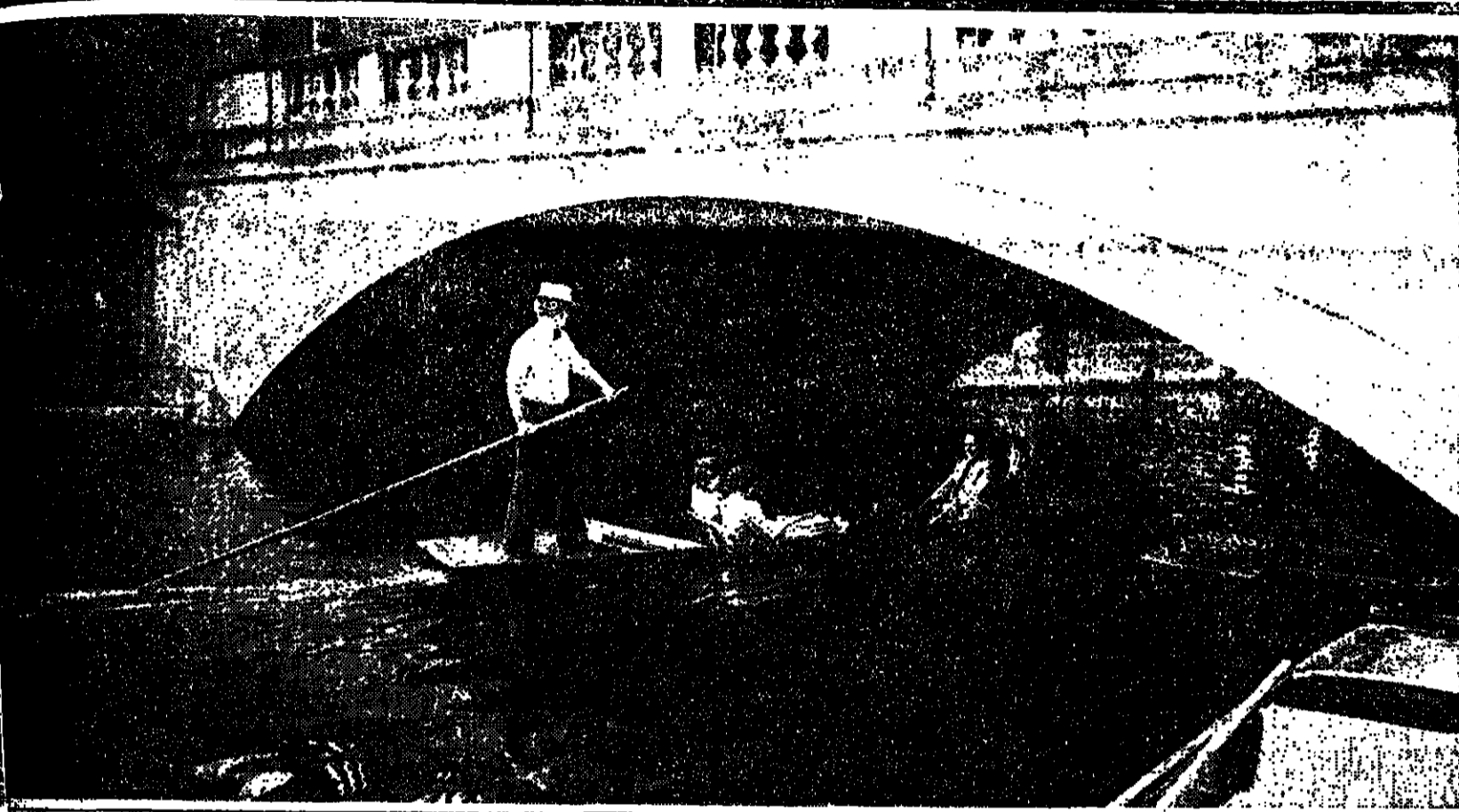
More seriously, the spirit of the place was shown when some boys were staying there. When was discovered that they were allowed to go down to the pier at night, the answer was for them, at all to go. All well and good, you say, why not to do with education in West Dorset? I could, I suppose, point to the programme of summer lectures and activities for me it goes deeper than Education, surely, is about teaching people to come to terms with the environment which we live.

Gerald Hall

THE TIMES Educational Supplement

MONDAY AUGUST 26 1977 NUMBER 3247

FIRST PUBLISHED 1910 PRICE 18p



Chaffeur-driven punt takes Cambridge festival-goers to the ballet. Picture by John Primmore

More summer pictures on page 4.

Whither revolution?

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

Trying, could do better

Patchy and thin on the ground but not the disaster it is sometimes claimed to be, the Institute of Careers Officers' second survey of work experience schemes, published this week, throws useful light on this particular way of giving pupils a taste of working life.

When the institute's first survey was carried out in 1971 less than 2 per cent of secondary pupils were taking part in work experience schemes. By 1976, when the questionnaires for this survey went out to careers officers, the numbers were up to 7 per cent in the areas studied. And that was before the consciousness raising exercise of the year of the Great Debate.

Work experience has now become one of the popular remedies prescribed for improving understanding of the working world, and may be expected to expand considerably.

If this is to happen, the survey is comforting in several respects. Abruses turn out not to be as frequent as some critics have suggested. More than half of the replies—151 out of 227—said they saw no abuses in their areas. Misapprehensions that were spotted included using work experience to get rid of disruptive pupils, using it to start full-time work before the end of term, and the introduction of courses for young people already given a job, and as a source of cheap labour.

And the survey does quote one particularly nasty case of a firm using pupils on day release for routine production work. Parents complained that wages had been promised once the pupils left school but then the firm said it was not allowed to pay.

But on the whole these were exceptional cases and work experience was found to be well supervised. Preparation and follow-up, vital elements to the success of any scheme,

were undertaken in most but not all areas. The survey also identifies areas in need of improvement. It is critical of many local education authorities, careers officers and schools which are not bothering enough about this aspect of their work. And it shows a degree of diversity of aims, organization and provision which can hardly provide a sound basis for widespread expansion.

Careers officers were asked to describe the objectives of work experience in their areas. Two quotations show the range of opinion: from the idealist in the North who said "To encourage an understanding and partnership between schools, industry and voluntary organizations", to the pragmatist in the West who commented, "all things to all people."

In 12 areas there was apparently no system for approving work experience arrangements. The Education (Work Experience) Act specifies that these should be made or approved by the L.E.A. In 50 areas the survey found this function was carried out by the careers service.

There were a significant number of places where no formal advice on procedure or arrangements had been given to schools. The survey sums up what can happen where such arrangements do not exist by quoting an exasperated principal careers officer: "At the moment the whole thing is in a mess with the schools seemingly determined to go their own way with a few exceptions, whereas I am arguing for a centrally coordinated scheme."

"We have done a considerable amount of preparatory work making contact with firms throughout the area, and I believe that allowing schools to 'do their own thing' without any real preparation, supervision or

follow-up would see the early demise of work experience."

The survey showed a worrying lack of vetting of employers. Ideally careers officers should visit employers to make sure they know what it is all about. But one of the officers surveyed summed up his attitude to pupils as "Find yourself a firm and you can go there every Wednesday."

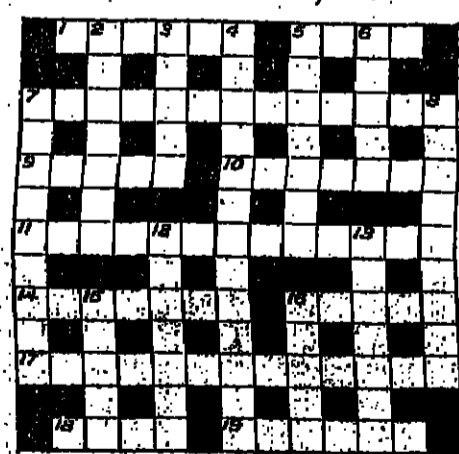
Not surprisingly, trade unions were rarely involved in the schemes. Some have been hostile to them in the past but have come round to the idea after seeing them work.

One myth that has, however, been destroyed by the survey is that academic pupils do not take part in work experience. Although the majority of young people involved are RSLA pupils, young people of all ability levels have been involved. The need for medical examination of pupils before they start work and the possibility that poor readers might have difficulty in, for example, understanding safety notices in factories, were ideas which seem to have been entirely new to many of the survey's respondents. On the subject of reading, one area officer said with sublime confidence that it was "Not a problem in the North West". Another said, no, he had not thought of it, but it was a good point. As the survey caustically commented: "A scheme which eliminates the problem by eliminating the poor readers is hardly linking the pupil with the world of work."

No comment

"I am particularly interested to teach at a school in Dudley (West Midlands) primarily because we are moving to Yorkshire in August, 1977."—Extract from a teacher's letter.

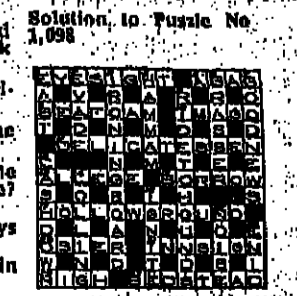
Crossword No 1,099



- ACROSS**
- No parent for you
 - Scally (5)
 - Mentioned for the wild weston (4)
 - Conceded after a big bang (7, 6)
 - The people of the felts? (5)
 - Dictation is their young (6)
 - Produced by N. African (7)
 - Money can make one trial (5)
 - With which the young toe the line? (8, 5)
 - May act both ways (4)
 - 'd come back in spots (6)

Down

- Splinter having no (4)
- VIP assistance (5)
- How you go when driven right round the bend (4, 3, 6)
- This rat requires a (7)
- Adorned with for the drive in (5)
- After a while they'll go off (4, 3)
- Culture of one of these raised a World decling colour problem (4, 5)
- Successful and freedom movement (6)
- Aggressive term (7)
- The new is organized for race pay (5)
- How a herid story (6)



Bridge

The proliferation of bidding systems in recent years has led many people to believe that you cannot get to the best contract unless you have some sophisticated gadgets to help you. This is a help sense, of course, and the best guide to the final contract—unless you play a highly artificial system—is still common sense. South rose to the following hand:

Tricks on top: If North had been playing in 5 hearts, a spade lead by East would have defeated the contract. Was it luck, or maybe selfishness, that caused South to "correct" North's 6 heart bid to 6 NT?

It was neither. It was intelligent tactical bidding. South knew that his partner had a powerful hand and was interested in the grand slam. He must have two aces, otherwise he could have signed off at 5 hearts. If the missing ace was in diamonds, then it made little difference, but if it was in spades, then South's rather bald K-J-4 might need protection on the opening lead. Therefore, South arranged for the opening lead to "come into the K-J-4 rather than through them."

Not was there much danger in giving up what would evidently be a strong trump control in a heart contract. South knew he had no "uffed value in a trump contract, so however strong North's hearts were, they would be worth just as many tricks in no trumps.

Tactical common sense bidding is the key to many a hand, where usual distribution might otherwise make specialist speculation. A very common type is illustrated by the

North's hand: ♠ A J 10 4, ♥ K J 2, ♦ A Q 3, ♣ 7 2. South's hand: ♠ A Q 9, ♥ K J 2, ♦ A Q 3, ♣ 7 2.

South's hand: ♠ A Q 9, ♥ K J 2, ♦ A Q 3, ♣ 7 2.

North's hand: ♠ A J 10 4, ♥ K J 2, ♦ A Q 3, ♣ 7 2.

South's hand: ♠ A Q 9, ♥ K J 2, ♦ A Q 3, ♣ 7 2.

North's hand: ♠ A J 10 4, ♥ K J 2, ♦ A Q 3, ♣ 7 2.

South's hand: ♠ A Q 9, ♥ K J 2, ♦ A Q 3, ♣ 7 2.

Whither revolution?

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

Whither revolution?

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

Whither revolution?

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

Whither revolution?

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

David Owen, Prime Minister by proxy, presides over a rapidly growing economy. The ivory towers of the universities are now producing a new breed of white-collar workers.

Will the revolution in higher education look like this in 1994?

POWER-HOUSE OF THE ELITE

The appointment of Dr Joseph Crankshaft at the age of 34 to be chief executive of British Leyland from January 1, 1995, marks the successful conclusion of the first stage of the revolution in higher education initiated by the present Leader of the House of Lords, Lady Williams, during her first spell as Secretary of State for Education.

Crash courses for budding bosses

It will be recalled that 1977 was a climacteric in the history of education in England and Wales. The so-called Great Debate had generated much public discussion, which enabled the Department of Education to increase its own powers of intervention, and to focus attention locally on the content of the school curriculum.

But when the time came for the Secretary of State to publish her Green Paper it was clear that there was a credibility gap between the grand national concerns voiced by the then Prime Minister, Mr James Callaghan, and the Department's response.

Nowhere was this lack of credibility more obvious than in the matter of social attitudes towards industry. There was a lot of handwringing about the failure of the education system to project positive and well informed attitudes towards the world of work, but no new policies which looked remotely like changing things.

One of the great qualities of Mrs Shirley Williams (as she then was)—a quality which infuriated her advisers no less than it stimulated them—was her readiness to toss out or pick up bright ideas of dubious practicality and play with them long enough to test their usefulness.

The decision to merge Imperial College and the London Business School into a brand new Royal College of Technology and Management was taken early in 1978 and carried through with prodigious energy by October, 1980. Mrs Williams came to the idea after brooding on the 31-year failure of repeated attempts to raise the status of technology, and counter the anti-industrial bias of English high culture.

She concluded that nothing short of a cultural revolution was required, and that this meant creating a new elite, loyal not to Oxbridge and the scholarly values of research and contemplation, but to the regeneration of industry and the creation of jobs and wealth.

There were plenty of faint-hearted and counsellors of caution. (*The Times Educational Supplement* was among the journals which carried critical leaders about the dangers of precipitate action on a matter of profound importance to the future of the nation.) But, laying the reputation on the line in Cabinet, Mrs Williams demanded, and got, carte blanche for the direct financing by the DES of the new college with its six-year sandwich programme in engineering, economics and management science.

She saw from the start that it was essential to give selected entrants an assured, non-means-tested stipend of £35 a week (a large sum in those days), plus the wages they would earn when working in industry, in return for a 48-week year, and the acceptance of a disciplined existence. She also knew that before anything could get off the ground, she and the Secretary of State for Industry had to get large corporate employers, including the nationalized industries and the civil service, to guarantee jobs with accelerated promotion for the graduates who would emerge at the end.

Of course there were many arguments which threatened to delay or side-track the project: a sizeable body of opinion maintained that what was needed was a shorter, postgraduate course. Others, again, swore blind that it could only succeed on a post-experience basis.

On the left there were instant critics who opposed the plan because they foresaw (correctly) that this new elite institution would tend to recruit from the old elite in the sixth form, with a strong middle-class, independent school bias.

Others said that staff of the right calibre could not be found to run the kind of college which was needed. But the premium on the salaries which were offered had a remarkable effect on academic attitudes; it was also possible to recruit top men and women from North America, Japan and Europe, and to enable movement between teaching, research and industrial management

among those chosen to head the new institution.

(One of Mr James Hamilton's first, most delicate and costly tasks as principal—his peerage came later—was to buy out the tenure of staff of the two merged institutions, by no means all of whom were chosen for the new college.)

Pessimists in the Department of Education doubted if industry would know how to use the new high-powered recruits, and prophesied a huge brain drain. But this only prompted even stronger efforts to rally support for the scheme among industrial managers.

It is doubtful, even so, if anything could have prevented a big drift abroad to the multinationals if something had not been done to cut the top marginal tax rates. Fortunately, by the time the first graduates appeared, the necessary tax reform had been carried through by Mrs Thatcher.

Mrs Williams's answer to all these objections was that once the new college was off the ground, there would be time enough to shape it to meet some of these criticisms. It was to be an early object of the new Royal College to develop a shortened course for graduates. Post-experience courses were started five years after the doors opened.

And the success of the generous pre-entry bursary scheme for clever working-class 16-year-olds seems assured unless the general expansion of educational maintenance allowances (promised, as usual, for next year), removes the special attraction of the RCTM plan. Entrance has remained intensely competitive, but the only specific subject requirement is maths.

It is maintained that, provided the applicants are well-grounded in maths, generally bright and reasonably tough, they can be taught all the specialist knowledge they need later on.

Of course, the fact that large numbers of those who enrolled for the Royal College would be drawn from the better-off classes, far from being a disaster, was one of the important attractions of the scheme. It was not intended to be a piece of egalitarian reform. It was to change the cultural orientation of the existing power elite. And in this Lady Williams has been spectacularly successful.

The major public schools now have special sixth form classes geared to winning scholarships to the Royal, with



The future Lord Hamilton?

Brunel, Loughborough and Sheffield Polytechnic as fall-back choices. When once they concentrated their devoted efforts to getting Open Scholarships at Oxbridge, they are now basking in the benefits to themselves of getting DE stipends for their sons and daughters. The same is happening in sixth form and tertiary colleges, and in the leading comprehensive, aided by the speed with which the Royal College which has been set up to offer consultancy services to schools with small sixth forms.

The first generation of graduates entered industrial employment in 1984. In many cases, they went to corporations which had already shown their support for the new scheme by designing imaginative training programmes for the industrial sections of the sandwich course.

At first there was an assumption that most of the jobs would be in manufacturing industry, but more recently there has been a deliberate attempt to recruit them by the City of London and the Civil Service too, and high flyers seem to be taking off in all directions.

Ministers point with approval to the steady drop in the number of British Nobel prize winners and the parallel rise in British exports. As the Prime Minister, Dr David Owen, put it, commenting on *The World at One* "we are beginning to penetrate the inner citadels of British economic conservatism. One day we may even hope that a Royal Scholar will get a job on the headquarters staff of the trade union".

Drop A level physics—and the engineers will flock in

by Bob Doe

Universities should drop A level physics as an entry requirement for engineering to attract more students, says a report published this week on the education and training professional engineers.

The report on how to get more young people to enter manufacturing industry is from a group set up at Aston University by the Institution of Mechanical Engineers in response to what has been claimed is a manpower shortage at least a brain power, shortage in industry.

It says maths is the critical subject for engineers and calls on the Government to take urgent steps to ensure that enough well qualified teachers get into schools. It wants schools to help to counter the poor image of engineering as a career. It wants better co-operation between the education and training of engineers and an improved salary structure.

The report says there is much that is good in British education, engineering and industry and that constant criticism only damages confidence and puts people off. It was wholly agreed that the supply of engineers was the

main cause of present economic difficulties but more and better steps to take to the profession would be a step in the right direction. The report identifies better school mathematics as being of crucial importance. It calls upon the Government to take immediate steps to ensure that enough well qualified teachers are available and that they actually get into the schools.

It welcomes the steps taken recently to train or retrain teachers in the shortage subjects but warns that this might not be enough. The need to reduce staffing at schools rolls full and the policy of not improving pupil-teacher ratios in most schools might be prevented from taking new teachers on, no matter how much they were needed.

A solution to this problem is with the Government," the report says. Students who were allowed to do maths before O levels or were badly taught at that level and report supports moves towards a common core curriculum that includes maths.

The wide variety of A level maths courses was a problem as well. The

report says there are more than 50 of them which means students coming to university have no common body of knowledge.

The report says university and polytechnic engineering departments should drop the other A level most students are required to have—physics. Engineering departments are alone in specifying two A level subjects. By specifying maths and one or more other optional A levels they could increase by half the numbers of sixth-formers eligible for engineering courses.

This could also lead to more women coming into the profession, which the report also favours. At present only about 5 per cent of engineering students are women.

The team which produced the report was directed by Dr Joseph Pope, vice-chancellor of Aston University, Birmingham. It was set up as a result of concern about the quality of engineers expressed at last year's annual BAAS meeting and will be discussed at this year's meeting, due to start in Birmingham next week. *Education Engineers and Manufacturing Industry*, published by the BAAS by the University of Aston, Gosta Green, Birmingham, B2.

First ever vacancies in English and arts

Universities are reporting vacancies for the first time in English, History and Bath. Environmental studies is popular (it is still at East Anglia), but biological sciences has had mixed reception. There are vacancies at Sussex, Reading and Brunel, but Bath has none.

In mathematics, there are still places at Sussex, Brunel, Sheffield and Reading, but Bath and Warwick are full. A few vacancies can still be found in most engineering and technology departments.

Other arts subjects which have not been as popular as in other years are languages, music and occasionally history, while in the social sciences, several universities report vacancies in sociology, economics, philosophy and psychology.

Most vacancies are still in physics, chemistry and mathematics. Most popular are the professional courses such as medicine, law, dentistry and accountancy, which all universities report full.

Performance seems to have varied. Some universities say that more students have achieved the required grades this year, others say that fewer did so. In general, grades are reported to be either very good, or very bad.

Pines in physics and chemistry

are still open at Sussex, Hull, Bath, Anglia, Warwick, Keele, Sheffield, Brunel and Bath. Environmental studies is popular (it is still at East Anglia), but biological sciences has had mixed reception. There are vacancies at Sussex, Reading and Brunel, but Bath has none.

In mathematics, there are still places at Sussex, Brunel, Sheffield and Reading, but Bath and Warwick are full. A few vacancies can still be found in most engineering and technology departments.

Other arts subjects which have not been as popular as in other years are languages, music and occasionally history, while in the social sciences, several universities report vacancies in sociology, economics, philosophy and psychology.

Most vacancies are still in physics, chemistry and mathematics. Most popular are the professional courses such as medicine, law, dentistry and accountancy, which all universities report full.

Performance seems to have varied. Some universities say that more students have achieved the required grades this year, others say that fewer did so. In general, grades are reported to be either very good, or very bad.

Pines in physics and chemistry

are still open at Sussex, Hull, Bath, Anglia, Warwick, Keele, Sheffield, Brunel and Bath. Environmental studies is popular (it is still at East Anglia), but biological sciences has had mixed reception. There are vacancies at Sussex, Reading and Brunel, but Bath has none.

TUC seeks cash for union courses

The Trades Union Congress has asked the Government for funds to help to establish a national trade union educational centre and to finance a significant expansion in residential facilities on trade union courses, according to the TUC annual report, which is to be presented to congress next month.

By the early 1980s, says, about 100,000 trade unionists a year will be going on education courses connected with union work. The Government will be asked for £20 million pounds a year to help pay for them.

For this year, 40,000 training places the TUC asked for £1,135,000. It received £550,000. Last year's £1,000,000 was from public funds was £1,000,000.

The expansion in educational provision sought by the TUC since the early 1960s there will be 30,000 active union representatives at any one time. These will include 30,000 shop steward and stewards, 100,000 union safety representatives, 100,000 union pensions boards, and, possibly, some union

Assuming an annual turnover of 20 per cent, the current £200 million will mean that 200,000 representatives a year will be in training. About 500 additional full-time tutors will be required. At present there are 100.

TUC policy is to send members on courses organized by further education colleges, the Workers' Educational Association and some voluntary extra-mural departments. It would like to establish departments of trade union studies but thinks that this will depend on the attitude of local education authorities.

I am puzzled by Mr Lyth's notion that what we need are specialists who are easily changed their specialisms by visiting presumably, of their broad, generalist background. If this is another of the things Mr Lyth told me, I have called it the Lyth effect.

I was attributing to the integrated science movement the more generalist ideas that the majority of specialists will not be science specialists, but will be highly specialized in their own field. It is not form the highly specialized trade union science courses and that such form is early enough for one to be a specialist.

SCISE is not, as Mr Lyth claims, the only type of all three activities in the time allocated to disciplines in the integrated science. As my article pointed out, biology with one of the physical sciences or physics with one of the social and economic sciences included in the integrated science courses, but it can be done in a way that is not without its own respect either. The few expressions HMI have expressed about the project is that it is not concerned with the social sciences of science and not concerned with the useful application of science.

SCISE is not, as Mr Lyth claims, the only type of all three activities in the time allocated to disciplines in the integrated science. As my article pointed out, biology with one of the physical sciences or physics with one of the social and economic sciences included in the integrated science courses, but it can be done in a way that is not without its own respect either. The few expressions HMI have expressed about the project is that it is not concerned with the social sciences of science and not concerned with the useful application of science.

Curtain up on Tyndale after legal tussle

Among the audience last night at the opening performance of *Sir Isambard*, a play about the troubles at William Tyndale school, was Mrs Dolly Walker, a former member of staff who last week sought legal advice to prevent the play being staged.

After Mrs Walker had seen a rehearsal, her legal advisers pointed out to Mr Christopher Morahan, associate director of this National Theatre, where the play is being staged, that some of the text could be considered defamatory. Mrs Morahan and Mr Shane Connaughton, the author, agreed to make changes.

Two years ago complaints by Mrs Walker about the easy-going way the school was run started off a dispute culminating in the sacking earlier this year of Mr Terry Ellis, the head, and four of the staff.

The play is extremely biased in favour of Mr Ellis and his supporters. Mrs Walker is a member of the theatre company. He also wrote *George Duvivier* is innocent OK.

Mrs Walker was accompanied to the theatre last night by a number of parents whose children were at William Tyndale school.

Bert Lodge

Mrs Walker: 'play biased'

Threat to research workers

The Social Science Research Council's spending on education has been cut by more than a third according to its educational research board.

Last year, says the board's annual report, applications for Council grants for research in education virtually doubled in number and value, but only 17 new projects were approved, compared with 26 the year before. In real terms, therefore, the council's cut—30 per cent at current prices—was even heavier than it looked.

Fifteen other proposals which were considered to be worthy of support had to be rejected because of lack of funds. Only three were rejected for this reason in the previous year.

The high rate of rejection was discussed before the board's annual report, applications for Council grants for research in education virtually doubled in number and value, but only 17 new projects were approved, compared with 26 the year before. In real terms, therefore, the council's cut—30 per cent at current prices—was even heavier than it looked.

Fifteen other proposals which were considered to be worthy of support had to be rejected because of lack of funds. Only three were rejected for this reason in the previous year.

The high rate of rejection was discussed before the board's annual report, applications for Council grants for research in education virtually doubled in number and value, but only 17 new projects were approved, compared with 26 the year before. In real terms, therefore, the council's cut—30 per cent at current prices—was even heavier than it looked.

Fifteen other proposals which were considered to be worthy of support had to be rejected because of lack of funds. Only three were rejected for this reason in the previous year.

The high rate of rejection was discussed before the board's annual report, applications for Council grants for research in education virtually doubled in number and value, but only 17 new projects were approved, compared with 26 the year before. In real terms, therefore, the council's cut—30 per cent at current prices—was even heavier than it looked.

rejected for lack of funds

1974/5	77 (£1,735,890)	29 (£200,680)	34 (223)
1975/6	133 (£3,047,978)	22 (£325,588)	15 (£325,749)

How to deal with truants

Persistent truants whose cases are repeatedly adjourned by juvenile courts under threat of being taken into local authority care are more likely, it is said, to be truants who are entrusted to social workers—or probation officers, a Leeds experiment suggests.

For the experiment truants were allotted at random to two groups. The 47 whose cases were adjourned were absent 87 times on average out of a possible 190 attendances. The 51 supervised truants had an average of 57

absences. Before appearing in court both groups average 143 absences out of 190.

A report from the experiment was published in the *Journal of Social Work* and says that truants who were entrusted to social workers—or probation officers, a Leeds experiment suggests.

For the experiment truants were allotted at random to two groups. The 47 whose cases were adjourned were absent 87 times on average out of a possible 190 attendances. The 51 supervised truants had an average of 57

absences. Before appearing in court both groups average 143 absences out of 190.

A report from the experiment was published in the *Journal of Social Work* and says that truants who were entrusted to social workers—or probation officers, a Leeds experiment suggests.

Tuition for Degrees, Teaching and GCE

Wolsey Hall the Oxford correspondence college, offers really individual instruction by qualified tutors. The range of subjects and examinations covered is wide and includes subjects vital both to teachers and to those of their pupils leaving school without proper career qualifications.

Teaching—Courses cover the Postgraduate Certificate and Diploma in Education, ACP, LCP, London Certificate of Proficiency and the Cambridge Diploma and Certificate in Religious Studies.

Management, Bankers, Chartered Secretaries and Administrators, Sociologists, Linguists and the Bookseller's Association.

GCE 'O' and 'A' Level.

London University External Degrees and Diplomas—Courses cover the BA Degree in English, History, French, Geography, and Philosophy, BSc Economics, LLB, BSc Alternative I and Alternative II in Maths and Geography, BD, as well as the Extension Diploma in Sociology and the Extra-Mural Diploma in Theology.

Law—LLB and Bar Part I

Business—Courses cover the following Institutes—Administrative

Management, Bankers, Chartered Secretaries and Administrators, Sociologists, Linguists and the Bookseller's Association.

GCE 'O' and 'A' Level.

London University External Degrees and Diplomas—Courses cover the BA Degree in English, History, French, Geography, and Philosophy, BSc Economics, LLB, BSc Alternative I and Alternative II in Maths and Geography, BD, as well as the Extension Diploma in Sociology and the Extra-Mural Diploma in Theology.

Law—LLB and Bar Part I

Business—Courses cover the following Institutes—Administrative

Management, Bankers, Chartered Secretaries and Administrators, Sociologists, Linguists and the Bookseller's Association.



Plowden lives

It is becoming increasingly clear that when Her Majesty's Inspectorate publishes its primary school survey next spring, it will contain strong warnings against too strict and formal a concentration on the basic skills.

This week at the eleventh annual Plowden conference, Mr Norman Thomas, HM chief inspector for primary education, warned that some schools might be concentrating "unduly" on boring, mechanical routines of reading, practice. Less thought was being given to helping children to express their views clearly and concisely, to fostering skills of observation, interpretation and discrimination.

This is the second major hint at the contents of the primary survey. In July, speaking to the Council of Local Education Authorities in Brighton, the senior chief inspector, Miss Sheila Browne, said much the same thing: the pendulum was swinging towards a mechanical mastery of the basic skills and in the process the teacher's imagination and application, artistic, creative and scientific skills were in danger of losing ground.

Mr Peter Newman, education officer for Inner London, brought much the same message to Lincoln. There is, he warned, a danger of dull schools becoming duller if those in the back seat who cry caution prevail just as the primary schools are coming out of the dangerous skid of recent years.

Such messages found a warm reception among the Plowden faithful, offering a hope of help in their places for the fight to salvage some of the Plowden heritage from the Bonetti/Tyndale storm.

Letter to the Editor

Sir,—I should like to comment on a number of points made by Bob Doe in his article about the Schools Council Integrated Science Project "But can the teachers cope?" (July 29). He begins by saying that the project's progress has been disappointing. That may be his opinion, it is not mine.

Granted the number of participating schools is small, but is that an adequate measure of "success" of a project as new and different as SCISE? It is in fact a great success in the schools in which it is used. It is enjoyed by pupils and teachers alike; and, however demanding it is, most of the latter would not willingly go back to teaching separate disciplines. They can cope, and do so remarkably well.

Already we are beginning to see the scheme spreading as teachers carry it with them when they move to new schools. I did point out to Bob Doe that I was integrating science into a sensible syllabus, in most cases, rubbing out the words physics, chemistry, and biology. In most schools that is as it should be, as rubbing out history or geography or French.

Who can wonder that schools are hesitant in taking the step? I also pointed out that any kind of unified science needs an integrated science department if it is to flourish. It is unlikely to be successful in a school in which separate departments remain, with separate departmental autonomy and independence. I sincerely believe that most of the

Integrated science is working

obstacles in the way of the project are of this type. They have much to do with the inertia of tradition and systems of organization and habit to do with the needs of children or the skills of science teachers. Bob Doe quotes Brian Chapman as saying that he had physics at O level and scraped an A level, pass at A level to teach the physics component of an integrated science course.

Apart from feeling that this is a typically furious comment and nothing like a specification of the integrated science teachers I know, I would like to ask a similar question: "What qualifies a biology graduate who failed physics at O level and scraped an A level, pass at A level to teach the physics component of an integrated science course?" The answer has little to do with the O, A, and S levels, which, with the exception of a few, are irrelevant. I found my own education lecturers during my training year.

It is a great deal to do with an enthusiasm for teaching children and for science in general, and a good deal to do with the work of my education lecturers during my training year.

I told Bob Doe that the SCISE "quest" into a "unit" was achieved by cutting out such of the rote learning which, badly disguised as "discovery" or not, occupies up to 70 per cent of traditional courses and is assessed by 70 per cent of the traditional examination papers.

I also pointed out that although there is no reason why

the social relevance of science should not be incorporated into separate discipline teaching, there is little sign that it is being, or will be.

Also that all real discussions of the social impact of science through technology refer to all scientific disciplines in an "integrated" way. Finally, that the only type of science course which does not deny some pupils an acquaintance with crucial parts of one or more of the separate disciplines, is a scheme of the SCISE type.

One final point of crucial importance. The project is said to believe that "society does not need specialists with facts at their fingertips." What rubbish! If the project can believe anything, it is that we do need specialists, albeit in decreasing numbers and with a much greater ability to change their specialisms, but there is ample time to train these after the age of 16.

Naturally, I would argue that the best possible foundation for such later specialism would be three years of the SCISE "pattern".

MIKE LYTH, National co-ordinator, Schools Council Integrated Science Project.

Bob Doe replies: "Whether the impact of the Schools Council Integrated Science Project has been disappointing or not, it is, as Mr Lyth says, a matter of opinion. We clearly have different expectations of the project which has development costs of around £1,000 for every school that has been set up, which has enjoyed unprecedented backing from HMI

together with the benefit, according to Mr Lyth, of local authorities prepared to write blank cheques for any school willing to take it on. Mr Lyth may not be disappointed with the degree to which this project has been taken up but he is wrong. At present there are 100,000 union safety representatives, 100,000 union pensions boards, and, possibly, some union

Assuming an annual turnover of 20 per cent, the current £200 million will mean that 200,000 representatives a year will be in training. About 500 additional full-time tutors will be required. At present there are 100.

TUC policy is to send members on courses organized by further education colleges, the Workers' Educational Association and some voluntary extra-mural departments. It would like to establish departments of trade union studies but thinks that this will depend on the attitude of local education authorities.

I am puzzled by Mr Lyth's notion that what we need are specialists who are easily changed their specialisms by visiting presumably, of their broad, generalist background. If this is another of the things Mr Lyth told me, I have called it the Lyth effect.

I was attributing to the integrated science movement the more generalist ideas that the majority of specialists will not be science specialists, but will be highly specialized in their own field. It is not form the highly specialized trade union science courses and that such form is early enough for one to be a specialist.

SCISE is not, as Mr Lyth claims, the only type of all three activities in the time allocated to disciplines in the integrated science. As my article pointed out, biology with one of the physical sciences or physics with one of the social and economic sciences included in the integrated science courses, but it can be done in a way that is not without its own respect either. The few expressions HMI have expressed about the project is that it is not concerned with the social sciences of science and not concerned with the useful application of science.

Fun, games—and a lot of make-do—help to roll away dark holiday clouds



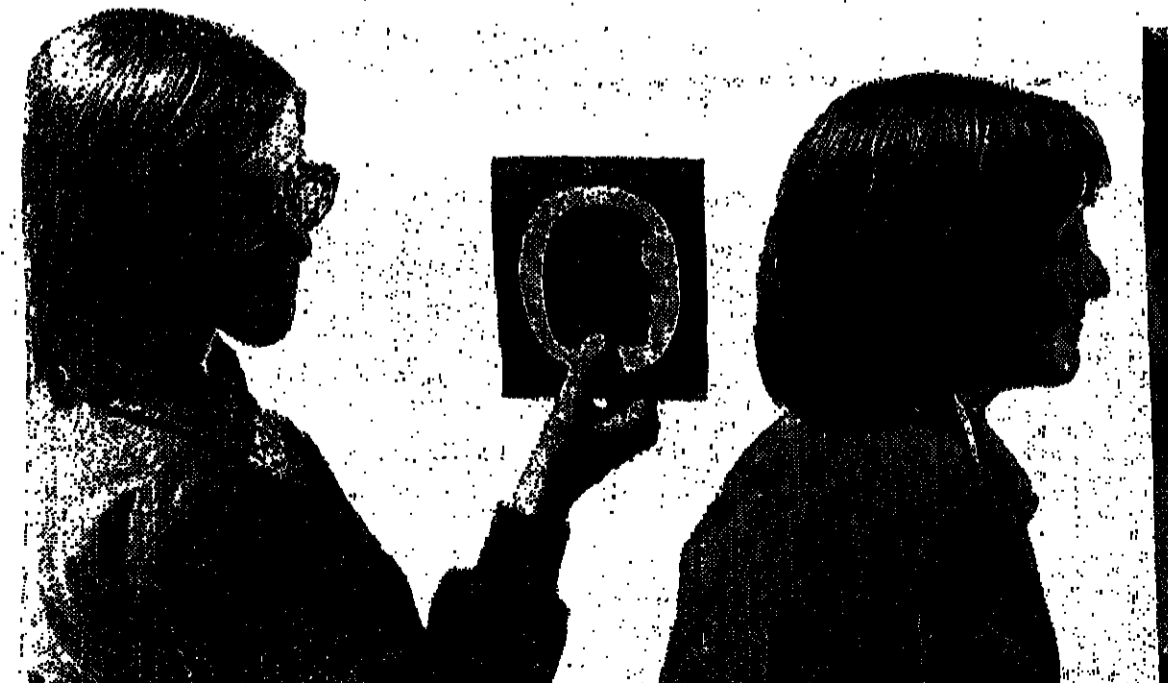
Play scheme in Spitalfields.

Picture by Simon Heaven



Skating on Brighton front on new style roller skates.

Picture by John Young



Victorian crafts in the Castle Museum, Norwich. (above and right)

Picture by Sally Greenhill

Museum education departments did a brisk business during the rainy holidays. The Castle Museum in Norwich devoted two weeks to children's events. A day was given to Victorian crafts—making silhouettes and dolls out of pegs. On other days visitors explored ancient wardrobes or listened to talks on bottle collecting. Birmingham Museum kept children happy with pottery, embroidery and corn dollies. In Brighton, those luckier with the weather went roller skating. Holiday play schemes abounded. The sun shone for a time in Spitalfields, Tower Hamlets, in East London, where parents, youth workers and teachers encouraged children to paint, make masks and models, play games—or just have fun.



Making corn dollies in Birmingham Museum.

Picture by Peter

Reading standards 'Coming out of the skid'

Plowden conference told: 'Primarys are doing a good job' **Reading standards 'Coming out of the skid'** **highest since war** Close attention is being paid to the teaching of reading in primary schools though it is not always of the right kind. That is one of the conclusions of the HMI's survey of primary schools. Mr Norman Thomas, chief inspector for primary education, told the Plowden conference in Lincoln this week. Mr Thomas said the survey of primary schools had not been completed and the report on it will be published next April. It will give detailed results on how well schools are doing. He said he would be surprised if the standards among 11-year-olds were better now than at any time since the war. He also expected it to show, however, that there was still room for considerable improvement. Mr Thomas said: "English primary schools are very mindful of the need to teach children to read. They do not do as well as the large or secondary schools, but the primary schools themselves, would like them to do better for some other reason than that they do not care or do not read to the skill."

The position was the same with writing, though it was teachers' skills, however, were a different matter. Less thought goes into helping the children to represent their thoughts in speech. The primary schools survey, begun in 1975, took the form of inspections by HMIs of randomly selected classes of 7, 9 and 11-year-olds. These were supplemented with writing tests given to the nine and 11-year-olds. The survey also announced two years' planning by HMIs into the introduction of new schools there was still a serious lack of continuity between the various phases of schooling, he said. Even where there were, middle school transfer arrangements to ensure that schools knew what work a child had covered and what skills they had acquired were unsatisfactory, though they were often better—at least worked at harder—than in areas where it was still the age of transfer. First schools were supposed to give children a surer grasp of reading before they moved onto the next school. HMIs were checking whether this was so, though they would not simply be counting the hours a child spent reading aloud or blending phonic units. Undue emphasis had been given to these in some schools, he said. The HMIs would be looking in first schools for evidence of children using reading as a means of communication, learning from what they read and enjoying reading. Mr Thomas called for an immediate expansion of in-service training to enable more teachers to take on vertically grouped classes. This was necessary because the falling birthrate, besides closing schools and producing smaller classes, would force schools towards classes with much wider age and ability ranges. The primary survey had shown that at present a third of all classes containing seven-year-olds were already vertically grouped as a matter of deliberate policy rather than necessity. A quarter of all classes with nine-year-olds were so organized but only one in six 11-year-old's classes are vertically integrated. The survey also revealed that 3 per cent of seven-year-olds in schools over one-form entry were in streamed classes. Ten per cent of 11-year-olds were streamed.



School to work Community industry, the youth placement scheme which succeeded in Britain, has successfully repelled an attempt to make it part of the Civil Service. The power Services Commission has not to have given up its plans for the operation. Mr Peter Sloman, Secretary, the National Association of Youth Clubs, who set up the scheme in 1972, government funds may be channelled to CI through a new MSC regional structure. Although the number of places in the CI workforce is being expanded substantially for the programme, in the new agreement the Government recognizes that CI is a permanent scheme likely to go on when and if the need for a massive school leaver programme is past. A key question still to be decided is the chairmanship of the new management board. Under the agreement, the NAVC nominates the chairman, but has to secure the approval of the MSC for its choice.

Work creators repel Civil Service

running the scheme. Although the Holland programme envisages that a job with CI will be among the options offered to unemployed school leavers, it will be kept separate from the other activities which are to be administered through a new MSC regional structure. Although the number of places in the CI workforce is being expanded substantially for the programme, in the new agreement the Government recognizes that CI is a permanent scheme likely to go on when and if the need for a massive school leaver programme is past. A key question still to be decided is the chairmanship of the new management board. Under the agreement, the NAVC nominates the chairman, but has to secure the approval of the MSC for its choice.

Full ahead for comprehensives

The process begun seven years ago of turning Cheshire's secondary schools into comprehensives is not to be delayed. A Tory motion to the county council calling for no further reorganization of the 43 schools due to become comprehensive in 1978 and 1979 was defeated last week by 33 votes to 18. Though the council is overwhelmingly Tory controlled, members were divided after hearing a legal opinion that such a reorganization now would be illegal and could lead to councillors being surcharged for costs improperly incurred. The impetus for preventing any more secondary reorganization in the county when 55 per cent of the age group are already in comprehensive schools came from the election last May of another 27 Tories to the council. They were fortified by frequent assurances of Mr Norman St John-Stevens, Shadow Education Minister, that one of the first actions of a newly returned Tory government would be to repeal the 1976 legislation forcing comprehensive education upon all local education authorities. The attempt to delay reorganization on the grounds that the resources were not there was condemned by opponents of the motion as a tactic to buy time.

Computer packs up

The National Development Programme in Computer Assisted Learning which was set up in 1972 with a budget of £2.5m is to end in December. The programme's work, which was to aid the assimilation of computer assisted and computer managed learning in education, will be taken over to a limited extent by the Council for Educational Technology. The CET will arrange seminars and conferences on computer assisted learning and will organize exchanges of programmes, answer inquiries and give advice. The CET is receiving extra funds of £60,000 from 1976 to 1978 for this work. After March 1978 it will be incorporated in the overall CET budget.

Newarm welcome for MSC plan

Power Services Commission proposals for programmes to young unemployed people were welcomed by the Association of Metropolitan Authorities. Mr Peter Sloman, said this that the proposed network of centres would be inadequate. He would direct the programme and courses are provided administered by local authorities. They are responsible for the careers service. In metropolitan areas local authorities are frequently among the largest employers of young people. The number of local authority representatives suggested for each board is inadequate to reflect the breadth of local authority involvement. Additionally, there are likely to be very real practical problems in trying to represent 104 education areas.



Peter Newsam: right road

"The direction primary education has taken in this country over the past 50 years has been fundamentally right", Mr Peter Newsam, education officer of the ILEA, told the conference. There was no justification for changing direction now, Mr Newsam said, despite the partial loss of nerve which he detected in primary education. Its causes, he suggested, included England's changing place in the world, sharpening arguments about secondary organization and the unperceived problems of the inner cities. London's problems had provided legitimate causes or worry for some years, but he cited one indication of recent improvement: the current trend in Inner London children's annual scores in the NFER test of verbal reasoning. It would be very sad, he said, if schools lost confidence, just as conditions were improving. He suggested a matching analogy. Some primary schools few years back went into a skid. The heads observed this and turned the wheels to cope with it. Now they had come through, and what was needed was a touch of the accelerator. But those in the back seat, who had an inferior view of the road (and he included educational administrators among them), had only just noticed something was wrong, and were advising the driver to slam on the brakes. This would be the worst thing to do, and would only make dull schools even duller. Though schools needed to continue in the same direction, Mr Newsam identified some future prospects that might disrupt their work. There was the changing balance between primary and secondary schools. In 1946 there had been twice as many primary as secondary schools, but with falling primary rolls there would be as many secondary pupils as primary pupils by the early eighties, and secondary teachers would exercise much greater influence in the educational system. There might not be enough young teachers in the future as promotion prospects decreased sharply. There would be closures of small country schools and more amalgamations of infant and junior schools. Mr Newsam finally reaffirmed the main principle of primary school practice outlined by the Hadow report in 1931 but blurred, he felt, by the recent Green Paper. The starting point in primary education remained, he claimed, the individual child, as Hadow and Plowden suggested. (The Plowden report starts with a section on the growth of the child.) He rejected any implication in the Green Paper that "rigour" was somehow attached to curriculum or opposed to child-centred approaches, and he rejected the notion that expressive work was some kind of extra, separate from the basic skills. Observing and recording one's observations could be an intensely rigorous, precise activity, and Mr Newsam revealed he wants to organize a conference on the arts as the core of education.

Fees hardship: polys fear for foreigners

The Association of Polytechnic Teachers has called on Mrs Shirley Williams, the Education Secretary, to tell local education authorities what to do about hardship among overseas students in colleges and polytechnics, whose fees go up while they are in mid-course. The association is concerned at the lack of a coordinated policy among I.E.A.s. While one has established a hardship fund to be administered by its polytechnic, it says, another has rejected all hardship cases referred to it. Williams, in his letter to Mrs Williams, Mr Sukhu S. Ramotkar, the association's chairman, says that while the autonomy of local authorities is a delicate matter, he feels that there will be national, even international, repercussions over the difference between the best treatment of overseas students and the worst. Polytechnics will be compared unfavourably with the universities, which have more funds at their disposal and more control over them. Mr Peter Sloman, education officer of the Association of Municipal Authorities, agreed this week this was "a very patchy area". The Council of Local Education Authorities, he said, had considered drawing up a "hardship code" but rejected the idea because hardship was too difficult to define. Mrs Williams had made it clear that in the Government view an increase in a student's fees did not necessarily constitute hardship. "CLEA did consider though, that special sympathy should go to students who were paying their own fees on courses which normally attracted mandatory grants. Such would be the student doing his second first-degree. Fees will increase this autumn for home undergraduates from £182 to £500 a year; overseas undergraduates, £416 to £550; home postgraduates, £182 to £750; overseas postgraduates, £416 to £550.

MANAGING DIRECTOR
GENERAL MANAGER
DEPARTMENT HEAD
SUPERVISOR

The IMI

for people with drive who are moving into over drive!

The success of members of the Institute of the Motor Industry is no coincidence. Thousands have made their mark in the last 30-40 years. Thousands more are doing exactly the same today.

The facts show that I.M.I. members are more likely to secure top management positions. This is because employers see the I.M.I. qualification as proof. Proof of ambition. Proof of hard work. And proof of both technical and managerial talent. A member of the I.M.I. has the confidence to tackle the motor industry's problems. And he has the support of 15,000 others—a professional body of like-minded people.

He benefits from our advice, our activities, and our experience. Right now we're looking for more people who think like we do. If your student has real ambition and shows keen interest in the Motor Industry, please contact us.

Find out about the I.M.I. and turn your students' drive into overdrive.

Please tell me more about the I.M.I. and its qualifications.

Name _____
 Address _____
 School/College _____

THE INSTITUTE OF THE MOTOR INDUSTRY. **IMI**
 TES 1 'FANSHAW'S', BRICKENDON, HERTFORD.

COURSES

University of Newcastle upon Tyne
SCHOOL OF EDUCATION

IN-SERVICE DIPLOMA AND DEGREE COURSES IN EDUCATION

(Diploma in Advanced Educational Studies/B.Phil. in Educational Studies)

The following one year full-time courses for serving teachers with at least three years experience leading to the Diploma in Advanced Educational Studies and B.Phil. in Educational Studies will be held in Newcastle-upon-Tyne in the academic year commencing September 1978:

1. Primary and Middle School Education
2. Education of Handicapped Children
3. Education of Maladjusted Children
4. Counselling
5. Secondary Education
6. Education of the Deaf
7. Residential Education
8. Drama in Education
9. Education in Overseas Countries
10. Development and Education of Younger Children

(Note: Not all the courses listed will necessarily be available in this year)

The application for the Degree of B.Phil. in Educational Studies is taken after a further period of part-time study. Further particulars and application forms may be obtained from the Administrative Officer, Further Professional Studies Division, School of Education, University of Newcastle upon Tyne, St. Thomas' Street, Newcastle upon Tyne NE1 7PU. Applications should be returned to him not later than 30th November, 1977.

DURHAM COUNTY COUNCIL New College Durham

B.Ed. (CNAA)

New College, new style, new ideas—new degree. We can offer you a wide range of options on our three-year degree, including Art, Drama, English, Geography, History, Human Movement Studies and shortage subjects such as French, Mathematics, Science and Remedial Education. But most of all we can offer a fresh approach and a new, professional course of study.

So, if you want to train to teach, make a new application—to us.

Write now for entry in September, 1977, to The Principal, New College Durham, Neville's Cross Centre, Durham.

Still without a job?

Why not consider joining our well-established conversion course if you are a newly qualified teacher or even an experienced one! Under the D.E.S. re-training scheme for newly qualified teachers you may be eligible for a mandatory grant for the one year of the course.

Experienced teachers may be eligible for secondment.

Apply to: The Course Tutor, Mathematics Conversion Course, The Polytechnic of North London, Department of Teaching Studies, Prince of Wales Road, London NW9 3LB, 097 2788 ext. 4002.

The Polytechnic of North London

University of Newcastle upon Tyne
SCHOOL OF EDUCATION

DIPLOMA IN DRAMA IN EDUCATION

The School of Education will offer, in September 1978, a one year full-time course leading to the above qualification for teachers with a minimum of three years' experience.

Further particulars and application forms may be obtained from the Administrative Officer, Further Professional Studies Division, School of Education, University of Newcastle upon Tyne, St. Thomas' Street, Newcastle upon Tyne NE1 7PU. Applications should be returned to him not later than 30th November, 1977.

FOR SALE AND WANTED

If you have something to sell or something you want to buy, you'll fellow readers of the TES might be the right people to talk to. There are about 600,000 of them and an advertisement could cost as little as £1.98.

If you are interested please ring Mrs. Annice Lightfoot, on 01-837 1234, at the Times Educational Supplement, Times Newspapers Limited, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

EXPERT HOME TUITION FOR

G.C.E.

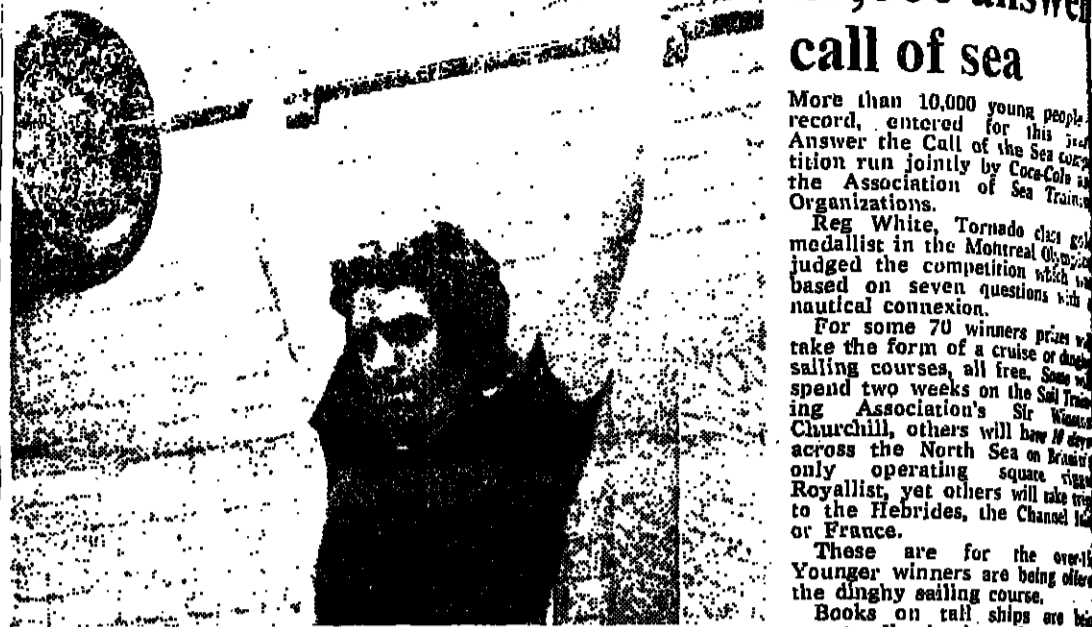
and professional examinations (Accountancy, Banking, Civil Service, Law, Local Government, Marketing, Secretaryship). Our exclusive methods of Home Study have brought over 300,000 examination successes in many first places. As every course is complete in itself, no textbooks are required. **FREE 106-PAGE BOOK** Send now for a free copy of "Your Career", packed with vital facts on a successful career.

THE RAPID RESULTS COLLEGE

Dept. Home Tuition House, London SW19 4AB, Tel. 01-877 7222. 10-hour Recording Service 01-877 5199 (pre-arranged only).

Accredited by the Council for the Accreditation of Correspondence Colleges.

Sport



Peter Plinsent: heats West Germany's best.

Lift records go

by Stanley Levenson

Britain beat West Germany by six entries to three in a schools weightlifting international in Dover. Five British and two West German schools lifting records were broken.

Among the record breakers was Peter Plinsent, who is one of Britain's outstanding young lifters. Plinsent, 16, from St Nicholas Grammar School, Northwood, Middlesex, increased his own snatch to 105kg and his two-lift total to 235kg.

He was up against the best visiting lifter, middleweight, Lothar Hellbrand, but won by 10kg. In contrast, Robert Shepherd, the other star lifter had a bad day. He was below form, probably a reaction to his earlier exertions at the world junior championships in Bulgaria, and only lifted an 87.5kg with West German Adalbert Kliewe.

But as Shepherd (St Bernardette's School, Bristol) had the lighter bodyweight he won the contest. The other British records were set by Dean Willey (South Grove School, Rotherham) with a 70kg jerk at the lightest, 44 kilo, class and Steven Wilson (Herries Comprehensive School, Sheffield) with a snatch of 97kg and a total of 217kg in the heaviest, over 88 kilo, class.

West Germany's record-breaker was Robert Dehler in the 48 kilo division—a jerk of 80kg and a total of 140kg.

Mr Denis Mulharrin, schools secretary of the British Amateur Weight Lifters' Association, hopes for more international matches to raise standards.

The powerful weightlifting nations of Eastern Europe, he says, draw their strength and Olympic material from the schoolboy world.

10,000 answer call of sea

More than 10,000 young people, record, entered for the Answer the Call of the Sea competition run jointly by the Association of Sea Clubs and Organizations.

Reg White, Toronto club judge, judged the competition which was based on seven questions with nautical connotations.

For some 70 winners prizes were the form of a cruise or sailing courses, all free. Some spent two weeks on the Solent sailing Association's Sir William Churchill, others will have 10 days across the North Sea on Britain's only operating square rig, the Royalist, yet others will take to the Hebrides, the Channel or France.

These are for the overall Younger winners are being offered the dignity sailing course. Books on tall ships are lent to all schools or clubs with winners and to all contest prize winners.

This is the fourth year of the competition and entry forms in 1978 are available from "Ships", Coca-Cola Export Company, Atlantic House, Rockley Way, London W14 0DH.

Golfers help

A golf tournament to raise money for handicapped children will be played in Coventry on September 18. Sport and showbusiness personalities, including Henry Cow, Bobby Charlton, Bruce Forsyth and disc jockey Ed Stewart, will participate.

They will team up with amateur golfers for the event which will be held at Coventry Pinham. The tournament is being organized by Variety Club of Great Britain Golfing Society and sponsored by Striff Construction Company of Coventry.

The society has already raised £20,000 to buy Sunshine coaches for handicapped youngsters. Further coaches to be bought on the money so far raised will be sent to schools on the day of the tournament.

In brief

Open file

The British Council has decided to make files which are 30 years old or more—and are of practical or historical interest—available for public inspection. The files cover the pre-war and war years from 1934 when the board of education was founded, to 1946. They contain papers relating to Britain's cultural diplomacy, the Council's work and collaboration with organizations such as the BBC and the Ministry of Information.

More transfer credits

Students at King Alfred's College of Higher Education, Winchester, in social and environmental problems and then transfer to the third year of the B.Sc. environmental science degree at Plymouth Polytechnic. They will also be able to transfer to the B.Sc. human ecology course at Huddersfield Polytechnic or the modular degree scheme at City of London Polytechnic. They will also get credit exemption if they are going on to take an Open University degree.

Nurseries increase

Another 665 nursery places have been created by the Inner London Education Authority, increasing the number of places to more than 20,000 in Inner London. The increase provides 225 full-time and 440 part-time places for children aged three to five and is part of the ILSEA's £8.5m nursery expansion programme.

Insuring research

An annual grant of between £250 and £500, with a limit over three years of £1,500, is being offered by the British Insurance Association for research on a historical subject. The research should be of benefit to the insurance industry. Proposals are invited to send research proposals to the secretary-general, Chartered Institute of Insurers, 20 Aldermanbury, London EC2.

Summer in Poland

Ten sixthformers, two students and 10 school teachers, have been spending August in Poland to help 100 Polish schoolchildren to learn English and become more familiar with the British way of life. The trip was arranged by the Central Bureau for Educational Visits and Exchanges and sponsored by the Polish and United Kingdom commissions for Unesco.

Guide membership up

For the fourteenth year running the number of Girl Guides in the United Kingdom has risen to reach the record total of 871,247. This increase of 47,808 members in 1977 has come in every section of the Girl Guides Association which is particularly pleased at the rise in the number of uniformed adult leaders.

Dyslexic teaching centre

A centre for teaching dyslexic children aged 11 to 14 has been opened by Sibford School, Oxfordshire. The school is one of nine Quality-run independent schools in Britain and is equipped with modern teaching aids to deal with the problems of reading, spelling and sequencing associated with dyslexia.

Yorks governors change

The North Yorkshire County Council is setting up new governing bodies for all their county primary and secondary schools. For the first time in many cases 14 has been included in the new bodies and one or more representatives of teachers at the school.

Parents object

Parents of children at Philip Morant Comprehensive, Colchester, Essex, are objecting to a request from the school for £3 a household to buy textbooks, stationery and equipment. They are also protesting at being asked to pay £1 a child towards transport costs. These are normally met out of the capitation allowance.

People

Mr John Morrison, president of Wolfson College, Cambridge, is new chairman of the board of trustees of the Bell Educational Trust, Cambridge.

Schools

Mr Albert Hudspeeth, head of school at Tyldesley High School, Blackpool, is to be head of Blackburne Secondary School, Blackburn. Miss E. M. Smithies, head of the girls' department of Leeds High School, is to be head of Elmfield Independent Girls' School, Blackpool.

Mr Andrew Reid, deputy head of Mansfield Primary School, Mansfield, is to be head of Sevenoaks Primary School, London.

Mr Thomas Wilkinson, head of Shephall Manor School, Stevenage, is to be head of Breckfield School, Peckham, London.

Miss Lorna Venables, deputy head of Granard Infant School, London, is to be head of Holmbeck Infant School, Battersea, London.

Mr F. R. H. Elford, head of Dane School, Chelmsford, is to be head of Teesside High School, Middlesbrough.

Universities

Dr Tim Gray, senior lecturer in biology at the University of Liverpool, is to be professor of biology at the University of Essex.

Dr H. E. G. Swanton, senior tutor in theology at the University of Kent, is to be professor of theology at the University of Kent.

Dr M. A. J. Flower, senior lecturer in economics at the University of Kent, is to be professor of economics at the University of Cardiff. Dr M. A. J. Flower, senior lecturer in economics at the University of Kent, is to be professor of economics at the University of Cardiff.

Catching the real TV 'baddies'

A top-level inquiry into children's television in Australia has been deluged with complaints about standards. William Purvis reports.

SYDNEY

The continuing battle over Australia's children's television has taken a new arena with the submission to a Federal Government committee of a report by the Senate standing committee on education and the arts.

The report, by two staff members of the Sydney Teachers' College audio-visual centre, called for urgent reforms: but so far nothing has apparently changed.

This month's hearings have reinforced the Sydney survey. Parents, teachers, academics and television experts have savaged the commercial television managements.

The tenor of the comments is so sustained, almost becomes monotonous as the programmes of which they complain. Among the recent submissions to the Senate committee are:

● Advertising should be completely banned during children's viewing hours.

● A Government-funded body should be set up to produce programmes suitable for children.

● An institute should be established to research the impact of television on young viewers: the research to be financed by commercial stations.

One of the most stringent criticisms came from the Australian Children's Television Action Committee (ACTAC).

In its submission ACTAC claimed that youngsters often had difficulty telling the difference between reality and fantasy on television.

It said the unreal world of television led children to believe that death was not permanent, that

violence did not really hurt, that people were either "goodies" or "baddies" and that the baddies deserved to be killed off anyway.

ACTAC told the Senate committee that children conditioned to television would rather watch a televised version of an event than become involved themselves.

One example that was quoted to the committee was the Queen's visit to Australia earlier this year. She arrived on board the Royal yacht Britannia which steamed up Sydney harbour accompanied by hundreds of pleasure craft and several large boats. It was a bright Sunday morning and thousands packed Sydney foreshores to watch the spectacle.

The pageantry did not impress all the watchers, however. Youngsters aged six to 10 in at least two harbour-front homes preferred to watch the live television coverage instead of the real thing a few yards away under their windows—and one of those families had only a black and white television receiver.

The ACTAC submission went on to allege that early morning children's television (from 6 am) "defied verbal description".

It claimed that the constant bombardment of advertising pitches, un-talented, inarticulate comedies and "characters" dressed in animal costumes had disastrous effects on the viewers.

ACTAC monitors said they themselves experienced symptoms of disorientation, lack of concentration and utter depression after a steady diet of morning television. They said that after such an experience it was not surprising that children arrived at school tired and washed out.

More Senate committee hearings are scheduled for other cities so that the committee reports to Parliament. Judging by the past performance of Australian television management nothing is likely to have changed by then.

Bussing gets back on the road

from Michael Binyon, North America correspondent

not always hold true for black pupils, however.

Pupils played a large part in determining the success of integration. In high schools, especially, they exercised leadership in student activities and student government, and in some schools the organized efforts of pupils had dramatically improved race relations.

The study, by the Educational Testing Service, was based on a survey of 94 elementary and 72 high schools. It included racially mixed southern, northern and western schools, including some desegregated for some time, some integrated in the 1960s and some recently required to desegregate by court order.

The study comes at a timely moment. There has been a flurry of court activity in some of the most intractable bussing cases in America, and the Senate has been debating with some passion whether or not to pass a special amendment specifically prohibiting the use of Federal Government money to buss children beyond their nearest neighbourhood school.

This feeling in the Senate has been increasingly against bussing and in spite of some impressive pleas from Senator Edward Brooke, the only black Senator, the Senate voted eventually for the ban.

Senator Brooke said that the amendment was "constitutionally suspect" and made the Government a partner in segregation. But its sponsor, Senator Edward Brooke, said that the rash of bussing that was restricted, the "white flight" to the suburbs would be accelerated, thereby even more inner city schools would be segregated.

Meanwhile, the courts have been busy again issuing orders. The most important case of all, because of its size and complexity, is Los Angeles, where a judge has just re-

jected the School Board's latest plan for voluntary desegregation plan which tried to limit bussing as much as possible. The judge said he did not think it made any effort to tackle the problem.

Los Angeles is a particularly difficult case. For a start the area is huge and to get a roughly balanced racial mix in all the schools in the school district, some children would have to spend virtually all day being trundled around the freeways in yellow buses—which neither black, white or Chicano (Mexican-American) parents want.

The case has been dragging on since 1963, and the School Board has spent millions of man-hours in litigation. One court issued the sensible guideline some time ago that bussing law should be "reasonable and feasible". But with a cluster of exclusive white areas in the centre of the Metropolis not included in the School Board's jurisdiction, it is extremely difficult to ensure a proper racial mix with bussing.

Another complication is that the Chicano population is growing rapidly. One of their main demands is for bilingual education. This, of course, necessitates bilingual teachers, bilingual speakers, together in schools, and Chicanos are afraid that any desegregation plan involving dispersal of the Chicano community would threaten bilingual education.

Other cities are still struggling with integration. Washington, in Delaware, is busy working out bussing plans that involve the white suburban communities, and Dayton, Ohio, is not sure whether a bussing plan is to be enforced or not.

On the whole, sides and courts are now trying to avoid confrontation, and some of the political heat has been taken out of the issue. But the practicalities of enforcement are so complicated as ever, and there is a growing realization that court-ordered bussing will not solve America's racial and social problems.

New moves to ease university entry

by David Dungworth

A provisional agreement has been reached by a five-man working party of Federal and Länder ministers on a further relaxation of entry restrictions at West German universities.

The committee has proposed that the list of so-called "hard-core" numerus clausus subjects should be limited to seven: architecture, biology, dentistry, medicine, pharmacy, psychology and veterinary surgery.

For the time being it will also be necessary to impose a ceiling on admissions to five departments with smaller numbers of students: agricultural sciences, biochemistry, domestic and nutritional science, food chemistry and surveying.

Sufficient places will be available for all applicants in other subjects, though in some cases a simplified redistribution procedure will continue to operate to prevent overcrowding at the more prestigious universities. All candidates with the *Abitur* will be assured of a place, but not always in the subject of their first choice.

An important aspect of the agreement is the proposal that the Central Office for University Admissions (ZVS) in Dortmund should no longer decide which courses are to be subject to entry restrictions. In future this decision will be taken jointly by the heads of the Länder governments themselves which, in conjunction with their pledge to increase the number of study places available, should remove the likelihood of an automatic extension of the numerus clausus as the num-

ber of grammar school leavers rises during the next few years.

The scheme is expected to be ratified at the next meeting between the Minister-Presidents of the Federal States and Chancellor Schmidt in mid-October. The meeting is, however, planning to wait potential applicants that the opportunity to study will not guarantee them the right to a job in their chosen profession after graduation.

The additional problem of regulating admissions to the hard-core numerus clausus departments still remains to be solved. Under the terms of the Framework Law for Institutions of Higher Education the "waiting time" (the period which has elapsed since an unsuccessful candidate made his first application to the ZVS) will no longer be taken into account in the allocation of university places.

As the Federal Constitutional Court in Karlsruhe has ruled that a person's average *Abitur* mark must not be the sole criterion for admission, an advisory committee of the Conference of Länder Education Ministers has advocated a system based on a combination of *Abitur* mark, lottery and objective tests with a relative weighting of 5:3:1.

Differences of opinion about the desirability of using tests as an instrument of selection caused the Länder Education Ministers to postpone the decision on a revised entrance procedure at their last meeting, which was held in Bonn jointly by the heads of the Länder governments themselves which, in conjunction with their pledge to increase the number of study places available, should remove the likelihood of an automatic extension of the numerus clausus as the num-



FOR YOUR 1978 SCHOOL JOURNEY CONTACT

NST

SCHOOL & GROUP TRAVEL SPECIALISTS

**NST OFFER
GUARANTEED FIXED PRICES
FOR 1978**

NST give an unconditional guarantee that there will be positively NO increases whatsoever on prices quoted in our continental brochure regardless of increases in cross-channel rates, fuel, hotel rates or any devaluation of the £. Leaders know from the date of their first enquiry the firm price of their holiday. Only government action can affect the price.

CONTINENTAL TOURS
by British School-leavers to AUSTRIA, BELGIUM, DENMARK, FRANCE, HOLLAND, GERMANY, LUXEMBOURG, NORWAY, SWEDEN, SWITZERLAND are amongst the countries featured in our 1978 programmes.

U.K. TOURS
by School-leavers or by Rail NST have introduced a separate 28-page brochure featuring over 300 attractive centres.

AIR HOLIDAYS
JERSEY, MAJORCA, SPAIN, YUGOSLAVIA. Write in for a quotation and literature.

MEETINGS 1977
During September NST are holding a series of informal meetings throughout the country. Full details are given in our brochures. We hope you will come along to meet us and discuss your 1978 holiday plans.

NST, FREEPOST, BLACKPOOL FY2 0BR
(no stamp required)
Tel. 0253 62525 (8 lines)

LETTERS

Good examination of crime

Sir,—The Welsh Joint Education Committee's recent CSE English paper was described in a House of Commons discussion as "having a macabre theme" which was "quite tasteless".

The second criticism suggests the paper was a poor test of English. We cannot see that this is so. The paper tested candidates' ability to understand and respond to different types of written English.

Blessed are the incompetent

Sir,—In the recently published green paper, it is suggested whereby certain teachers may be retired on grounds of redundancy or where this is in the interests of the education service.

No alternative to White Lion

Sir,—Having worked in one of the ILEA-supported projects, which Mrs. Jones (Letters, August 5) considers to be a "good idea", I would like to make two points.

Recruits to cooperation

Sir,—Rachel Evans's optimism, that the concept of interprofessionalism is gaining ground within the social agencies ("As the ripples spread", August 12), may be justified but cannot hide the fact that multi-disciplinary approaches to social and educational problems have been advocated for a very long time now with little success in terms of real action.

Recruitment: there are enormous difficulties in ensuring that the course membership is truly multi-professional because the distribution of workers is uneven (the ratio between teachers and juvenile bureau police officers is about 1,000 to one, for example).

Man, some course of study!

Sir,—The question you raise—"But can the teachers cope?"—about the Schools Council Integrated Science Project, highlights the problem of the use of teachers outside their realm of competence when curriculum change is taking place.

It's my business what happens to my child

Sir,—Mary Horsfield writes (Letters, August 5) that teachers are "trained professionals" who, as specialists, should be regarded as competent and should exercise them as they see fit.

Ottershaw: more secondary modern than grammar

Sir,—I should like to correct the sales impression created in your article on Ottershaw School in the TES of August 12. There are very few boys of grammar school standard in Ottershaw, and the majority are in secondary schools.

Two's company

It's a far cry from Segovia and Julian Bream to a fully-fledged guitar orchestra. Hilary Finch reports on a new phenomenon in guitar teaching and a new vocation for guitarists

"Duets for guitarists—what a feast for those who detect in congested nasal twangs, like seriously, this instrument, so romantic and charming in its natural vocation, is little better than a mockery when florid compositions, such as most of these, are given to it.

Man, some course of study!

Sir,—The question you raise—"But can the teachers cope?"—about the Schools Council Integrated Science Project, highlights the problem of the use of teachers outside their realm of competence when curriculum change is taking place.

It's my business what happens to my child

Sir,—Mary Horsfield writes (Letters, August 5) that teachers are "trained professionals" who, as specialists, should be regarded as competent and should exercise them as they see fit.

Ottershaw: more secondary modern than grammar

Sir,—I should like to correct the sales impression created in your article on Ottershaw School in the TES of August 12. There are very few boys of grammar school standard in Ottershaw, and the majority are in secondary schools.

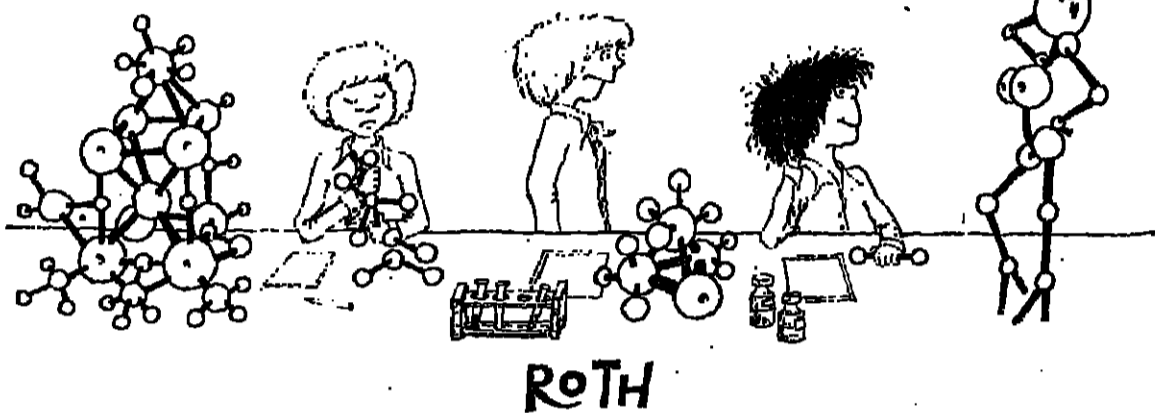


Melvyn Willin and his guitarists



Early 16th-century five-course guitar

20 or 30 while the rest have gone off to play football. His philosophy is similar to that of Harry Barnett, who's been playing the guitar for 30 years, and now has 50 pupils and a guitar group at Kingsfield School in Dulwich, where he teaches. If he can teach his children to read music through playing the guitar together, then he feels he has achieved a good deal.



RoTH

Vertical text on the left margin, possibly a page number or reference.

Ro Gamm

Early 19th-century guitarist

continued on next page

A high art, lowly regarded

DAVID CURRELL discusses the potential of puppetry

Puppetry is highly popular but often lowly regarded—it can be high art but is more frequently a child's pastime.

Puppetry is a performance art but in Britain has long been stuck at the level of a craft activity. In education, its power and appeal are recognized but seldom its potential.

In deciding where the emphasis should be in educational puppetry, much depends on objectives. As an element in a young child's natural, spontaneous play, it can be used to explore social experiences like overcoming fear. The craft aspect provides opportunities for handling a wide variety of materials, tools, textures, techniques, adhesives and there is also all the language that goes with it.

Performances, whether by a child using a few puppets to entertain friends, or by a full-scale production, demand particular arts and skills, and it is this element that provides most opportunity for language development and creative expression. It is also the aspect that is most often neglected, sometimes because the constructional side takes over and there is no time to devote to the performance.

For shy children with learning or behavioural difficulties, puppetry is particularly valuable. They like using puppets and can do so without exposing themselves or their feelings. Activities can be simple or complex and can always bring success, while giving the necessary challenge if puppetry is not to be dismissed as childish.

Occasionally, puppets are used for instruction in such areas as dental health, but there is a great deal also they can offer. The idea of using puppets to draw information

into children is dubious, though, unfortunately, not so uncommon. It is in the hands of children themselves that their real value is to be found.

In preparing for a performance, written and oral expression, mathematical and scientific concepts, environmental studies, and art, craft and performing skills can all be brought into play. In this way puppetry can help to integrate the curriculum.

One example is a class of first year juniors who improvised with simple rod puppets representing a mother, father, son and daughter. It soon became clear that they understood very little about how their local community was organized, how they received their gas, water, electricity, and so on. The upshot was a discussion after which they decided to make puppets of different members of the community. A civics project was under way.

Children made it their task to find out about the function of the puppet. They had made the mayor, the housing manager, the town clerk and so on. They conducted their research by consulting books, writing letters and interviewing. They wrote up their findings and also gave brief oral reports to their other. They then improvised various scenes with the puppets, making use of the information.

Another project was the final term's activity of a class of fourth year juniors who put on a puppet play. Virtually all the classwork for the whole term centred around this project.

The play, *The Secret of Fire*, was created by the children and the construction of the puppets, scenery,

props and stage involved art, craft and maths. Technical problems—how do we create the illusion of fire? How can the puppet pick up a rock and throw it?—were all challenges, none of which defeated them. Costume, lighting and sound included symbolism (of colour), science (light and shadow, mixing colours, colours on costumes) and music (composed by the children). Although there were only eight puppets in the whole story, all 35 children were involved and did a necessary job, such as manipulating, speaking, or stage management.

History and geography tied in with the project in two ways. The play, set in ancient Persia, required background research. How did they dress, what did their houses look like, how did they tell the time?

One child asked whether the Persians had puppets. This gave rise to an investigation into the history of the art, and took in China and India 4,000 years ago, ancient Greece and Rome, the Civil War in England, street entertainments, Java, Japan, North America, Sicily, the crusades, Eastern Europe and Austria. The story of puppetry touches most countries of the world, sometimes preceding the live drama, sometimes reflecting it. It is a fascinating story rich in content for the school curriculum.

The Puppet Centre Trust and the Educational Puppetry Association are at The Puppet Centre, Battersea Town Hall, Lavender Hill, SW11. Telephone, 01-223 5356. Open 2-6 pm Monday-Friday, other times by appointment.

David Currell is a lecturer in Education at the Froebel Institute and chairman of the Puppet Centre Trust.



Photograph by Bob Day

Non-sexist approaches

Non-Sexist Teaching Materials and Approaches, edited by Bob White, is a reference handbook which "has been put together to help you dispel the sexist myths that surround and impose themselves upon the life and growth of the young learner."

There are plenty of illustrations ranging from the reproduction of Victorian prints showing straitlaced ladies to contemporary drawings portraying current women's struggles and cartoons.

Most of the 700 or so entries have a contact address and a telephone number. There are essays on "Sex Stereotyping and the Teacher" and "Guidelines for Improving the Image of Women in Textbooks", together with information segments like "Notes on obtaining out-of-print books".

Non-Sexist Teaching Materials and Approaches, price £4, plus 17p postage and packing. New Children's Press, 152 Upper Street, London N1.

Graham Wain

The Illustrated LONDON NEWS

Colour photographs. THE EARTH SEEN FROM SPACE. In Dear THE RARE BEAUTIES OF SAIL. Joan Bakewell. PROFILE OF TREVOR NUNN. By Godwin and Shirley Toulson. THE DROVERS' ROADS OF WALES. Norman Moss. KEEPING THE PEACE IN ANTARCTICA.



Hampton Court and Caenaston Castle are now the subjects of cartoon booklets outlining their histories. The booklets have been devised by Richard White and David Owen to introduce the monuments to young people in an appealing way. They have been produced by the Department of the Environment for sale at the monuments; the booklet on Hampton Court costs 25p and the one on Caenaston Castle 20p.

Butter in the making

The Butter Information Council provides information and material for use in schools, some of it free. As might be expected they are anxious to dispel fears about fats and heart disease.

The *Butter Story* describes how butter is made, explains its dietary value and gives recipes, 19p.

10 copies are free and the book

let is said to be suitable for 10-year-olds "read" over. Recipes and wallcharts are also available. Two new wallcharts, designed for 6 to 10 and 11 to 16-year-olds, cost 40p each post free. Slide sets include "Butter making today" and four recipe sets for pastry, cake and bread making. Butter Information Council, Bank Street, Suite 158, High Street, Tonbridge, Kent.

Royalty and science

The Science Museum is celebrating the Jubilee with an exhibition of books which illustrate connections between royalty and science through history.

Among the exhibits are works by Robert Hooke, who carried out experiments in the presence of Charles II, and John Flamsteed, the first Astronomer Royal.

Chemical crosswords

A new learning aid for chemistry students is available from Sigma Technical Press. *Chemical Crosswords* is available from Sigma Technical Press, Chemical Crosswords, 11, Hind, is intended for students although some are especially suitable for A level.

Extremes of temperature

by P. K. Boden

The Web of Life. The Polar Regions: The Arctic; the Antarctic. By David Houston. The Desert Regions: The environment and the plants. By Robert Burton. Each set filmstrips with handbooks £5.50 plus VAT. Pair of audio-cassettes £4.00 plus VAT. Visual Publications, 197 Kensington High Street, London W8.

These units are welcome additions to the earlier *World of the African Savanna* in the "Web of Life" series. Both are ecological teacher-drawn geographical studies of polar and desert regions. All four filmstrips contain excellently photographed, suitably selected and sequenced frames and the audio-cassettes and handbooks are clearly presented.

The handbooks (20 and 24 pages) give not only the text of the narrative of considerable value. The teacher is offered further descriptive detail about the subject of the filmstrip frame and information about the adaptation of plants and animals to the environments under study. Providing a resource suitable for use across the whole secondary age range.

Having set the scene with effective maps identifying Arctic, Antarctic and hot desert regions, a few diagrams and line drawings are included to show, for example, the physical conditions of the Antarctic boundaries, a food chain in the Antarctic environment, the formation of atmospheric high pressure

conditions over hot deserts and the migration routes. The main theme of plant, insect, bird, and land and sea creature adaptations to environmental conditions is fully illustrated by frames showing plant adaptation to temperature and rainfall regimes in terms of growth cycles and survival devices, and creature adaptation in terms of colouring, skin and covering, breathing, feeding and food storage, and breeding habits.

The plants of the Polar regions illustrated include the Arctic willow, poppy, saxifrage, bistort and myrica. Birds include the hooded merganser, gull, skua and golden plover; animals include the weasel, fox, lemming, hare, reindeer and musk ox, plus the seal, walrus and polar bear.

Lichens, pearlwort and luteous grass are shown on the Antarctic strip along with penguins, pinnipeds, the albatross, seals and whales. Among the hot desert plants are algae, acacia, thorn, cactus and *Welwitschia*. The animals include reptiles, mice, beetles and scorpions, snails, rodents, antelope, vultures and camels.

Appropriately, consideration of man in these environments receives attention at the end of the student series in five of 81 frames of the Polar series and 10 of 70 frames of the Desert series. Here, resources are made to Eskimos and oil exploitation in the Arctic; in the Antarctic, scientific research in hunting, nomadic herders, oasis farmers and oil exploitation and its application to modern agriculture, industry and urban life styles.

Field studies and laboratory safety

Griffin and George have a new catalogue, *Field Studies 77*, which they covers every aspect of environmental studies instrumentation. It contains information on sampling and surveying equipment, rock and fossil collections, tools, for stereo and photography and for use in the laboratory. There are also suggestions for projects and experiments.

Another Griffin publication concerns laboratory safety. It contains information on safety measures in all the school sciences, under the section on asbestos substitutes, and a well guide to the new EEC chemical hazard warning symbols, as well as information on Griffin products. Mrs S. Martin, Griffin and George Ltd, 285 Ealing Road, Acton, Wembley, Middlesex.

TALKBACK

Evaluating schools

Harry Gray

We hear a great deal about curriculum evaluation but little about school evaluation. Yet it is the whole of the activity that goes on in the school that is important, not just the formal content of the curriculum. There is a pressing need to find a method of evaluating what schools as institutions achieve for their "members", customers and clients.

The opportunity to consider a school in this way arose when an Essex comprehensive completed its first five years, and the staff wanted to know what had been achieved. First thoughts were to evaluate in conventional ways, by comparing exam results with those of comparable schools. But it soon became clear that there is no such thing as a "comparable" school; a comparative approach would tell only part of the story, and not the most interesting part.

The approach adopted was to find out what a random selection of members thought the school was doing. Open ended questions were asked of a cross-section of pupils, teachers and parents, as part of a pilot project in school evaluation.

Some of the findings are unique to the school, but some would appear to be true more widely. Pupils gave a much lower level of significance to the school than teachers would suggest. They were realistic about what they could expect of the school, and those who had already decided to leave their own power.

There was little concern with examination success in other than a purely practical sense; it would be an entry qualification to a job. The major concern was with the security and comfort of the school as a physical place, and the need for a well-ordered (not disciplined) environment for work and leisure.

Parents appeared to be little concerned about education, and to be more concerned about the school as a place for their children. Few seemed to know that goes on in schools—except for personal problems with school teachers—and the information they had received was largely negative. Some were critical in a general sense, but there was a willingness to accept of the school and a willingness to allow themselves to happen to it.

A cautionary tale

J. Kelvyn Richards

The year was 1972. The place was Coventry. A new school had opened and a new world was just around the corner. The really great "Social Education makes school relevant!" This story is about the "rise and fall" of the social education programme at Sidney String School and Community College, a city centre, multi-racial school that provides a wide range of services to the communities in the Hillfields district of Coventry.

When the school was opened in September 1972, there was a team of young, dedicated, idealistic teachers and community workers in the humanities faculty. The plan was to develop a social education programme which involved the study of issues such as racial prejudice, role of women, unemployment, housing, national and local government, national and local government, housing, education; of factors such as a neighbourhood newspaper, the organization of community action against bureaucracy.

This programme was presented in one form or another in the fourth, fifth, and sixth formers. It was strongly linked to a humanities course in years 1 to 3, which covered detailed studies of the neighbourhood, the street, the region; a concentric humanities programme designed to raise awareness of the local and regional setting among the children.

Extending their audience

Rosemary Nichols

When I asked Karen if her parents liked her story published in *The Reporter*, she said that her dad had read it five times so far. It was the success of our first year magazine. We have produced four issues since 1975, and have established a circulation of 350.

Not only is children's writing read by parents, but also by pupils of primary, secondary, governors, education authority officials, local newsmen and magazine contributors. This extended audience excites some children, but unnerves others. Pupils are told that they must submit at least one piece of writing, and with guidance and encouragement even the most timid achieve this. They gradually gain self-confidence.

For three of the four issues I have worked with 30 above-average and 30 slower pupils. As they are asked not to state their class in their articles, our assessment of their ability is obscured, and one of the drawbacks of setting is mitigated. Taking pupils in equal num-

15

bers from both classes to put the magazine together, advertise and sell it is time-consuming, but very worthwhile. Work starts at least six weeks before publication and is discussed in advance sheets, which are discussed and added to before writing begins. The less confident child to ideas familiar to them in the junior school, and to well-worn jokes and puzzles.

They have to be weaned away from these to accounts of their own experiences and opinions, imaginative stories and poems. The artists among them are commissioned to produce illustrations, including cover designs.

If the published work is littered with spelling and punctuation errors, both children and teacher are likely to be scorned by the readers. On the other hand, if the writing is altered significantly, it becomes the teacher's work rather than the child's. It seems best to leave a little imperfection; the pupils can cope with criticism of one or two phrases, and are given an incentive to pay more attention to detail.

Columns of three inch wide paper receive the fair copies and these are reduced in size by a suitable photocopier. It is important that all writing is presented using the same pens; we use very fine black felt tip ones.

When the layout is completed, each page is placed on an electronic stencil cutter, and the 18 stencils produce a 36-page magazine. They are duplicated on to A4 85 gsm paper. A three sheet cover is printed in the same way. With the aid of a long-arm stapler, the magazines are finished and ready for sale.

Advertising begins one week before the selling date. Notices are placed in registers, posters are displayed, and announcements made in assembly. The sale is carefully planned, upper school pupils being involved in supervision of vendors and money. Each magazine is sold for 5p. A loss of about £5 is expected when 400 are printed.

Throughout the rest of the day, groups of pupils can be found in every corner, absorbed in their writing. Contributors are often surprised by the re-tiling of their writing and occasional abridgement, experiences well-known by adults who write letters to the press.

Readers are intrigued by the hand-written articles, but are extremely intolerant of those who have not taken care to write legibly. It is difficult to imagine a more incentive to good handwriting.

The fun is extended by the "Reporter Lucky Draw". Each magazine is numbered and the winner receives a 50p voucher. After that we take our copies home and read them until we know some of the articles off by heart.

Rosemary Nichols teaches English at Nunthorpe School, Middlesbrough.

"The farm tomorrow", said Mary enthusiastically. "Have to ask the farmer" thought Mary. Paul led the farm visit, showing them the barn with the owl's nest and displaying a sensitivity towards nature that no one knew he possessed. Mary was impressed.

Over the next two days the quality of the work surprised even Mary. The owl seemed to emanate a powerful force onto 30 individuals, whose writing and creative work was reaching a new dimension.

That week which seemed Mary will never forget—so much so that she spent two hours after school on Friday morning and displaying the children's work. Mary looked dead and happy.

Mrs Smith came back early on Monday morning to complete her preparation. She was going to do "Birds", and was busy teaching a woodland scene on a huge three foot by two metre piece of paper. Poking out from her bag were some templates of blackbirds, robins and a barn owl.

Lator Paul told Mrs Smith that her barn owl was in fact a little owl. Mrs Smith was not impressed. Mary would have felt sad.

Chris Evans is head of Brookside Primary School, Hillingdon.

The course has achieved status, but lost its vitality. Teachers say their work, because they have an examination syllabus to get through. Community action cannot be part of the course, because it cannot be examined.

Multi-racial issues cannot be studied, because they are too controversial. We cannot raise the activities of the National Front in this way, because we are doing the unit "School and Society". Matters of opinion and matters of value cannot be examined.

The words of a Government officer seem as true today as they were thought to be in *Hard Times*: "Why, then, you are not to see anywhere what you don't see in fact; you are not to have anywhere, what you don't have in fact. What is called taste, is only another name for Fact."

It seems that young, dedicated, idealistic teachers must learn that education is examination; education is fact.

J. Kelvyn Richards was formerly head of Humanities, Sidney String School and Community College. He is now director of multi-cultural studies there.

Chris Evans is head of Brookside Primary School, Hillingdon.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Table listing various educational appointments such as Remedial Posts, Art and Design, Commercial Subjects, etc.

Table listing various educational appointments such as Scale 2 Posts, Scale 1 Posts, Independent Schools, etc.

Table listing various educational appointments such as Science, Technical Studies, Other than by Subjects, etc.

Table listing various educational appointments such as Assessment Centres, Youth and Community Service, Overseas Appointments, etc.

Table listing various educational appointments such as Administration, Local Education Authority, General, etc.

Appointments wanted

Other classifications

Table listing various educational appointments such as Education Courses, Personal Announcements, Exhibitions, etc.

LONDON C.E. COMPREHENSIVE SCHOOL. (Maitland South of) SHIRLAND HIGH SCHOOL. (11-16 Mixed Comprehensive)

By Subject Classification. Other Posts on Scale 2 and above. Domestic Subjects.

By Subject Classification. Art and Design. Scale 1 Posts.

By Subject Classification. Mathematics. Other Posts on Scale 2 and above.

By Subject Classification. Other than by Subject Classification. Scale 1 Posts.

By Subject Classification. Secondary Education. Remedial Posts. Scale 1 Posts.

By Subject Classification. Commercial Subjects. Scale 1 Posts.

SANDWELL (Maitland South of) SHIRLAND HIGH SCHOOL. (11-16 Mixed Comprehensive)

By Subject Classification. Other Posts on Scale 2 and above. Domestic Subjects.

By Subject Classification. Art and Design. Scale 1 Posts.

By Subject Classification. Mathematics. Other Posts on Scale 2 and above.

By Subject Classification. Other than by Subject Classification. Scale 1 Posts.

By Subject Classification. Secondary Education. Remedial Posts. Scale 1 Posts.

By Subject Classification. Commercial Subjects. Scale 1 Posts.

Nursery Education. KIRKLEES METROPOLITAN COUNCIL. HIGH BANK FIRST SCHOOL. INFANT NURSERY or INFANT SCHOOL.

Primary Education. BARNSELEY METROPOLITAN COUNCIL. BRAYTON ROAD SCHOOL. (Infants)

Headships. DELAWARE COUNTY COMBINED. WOODBURY ROAD SCHOOL. (Infants)

Headships. BENTLEY METROPOLITAN COUNCIL. BENTLEY ROAD SCHOOL. (Infants)

Headships. WILTSHIRE COUNTY COUNCIL. LARKHILL COUNTY SCHOOL. (Infants)

Headships. METROPOLITAN Borough of Rochdale. EDUCATION DEPARTMENT. PRIMARY. St John Fisher R.C. Primary (511)

Headships. METROPOLITAN Borough of Rochdale. EDUCATION DEPARTMENT. HIGH. Littleborough High (11-16)

Headships. METROPOLITAN Borough of Rochdale. EDUCATION DEPARTMENT. HEADSHIPS. For both posts application should be by letter

Deputy Headships. AVON COUNTY COUNCIL. V.A. J.M. AND P.SCHOOL. WEST HILL PRIMARY SCHOOL. BRISTOL BS20 0LN

Deputy Headships. BARNSELEY METROPOLITAN COUNCIL. BRAYTON ROAD SCHOOL. (Infants)

Deputy Headships. BALFOUR (City of) METROPOLITAN COUNCIL. BURNLEY ROAD SCHOOL. (Infants)

Deputy Headships. WILTSHIRE COUNTY COUNCIL. LARKHILL COUNTY SCHOOL. (Infants)

Deputy Headships. METROPOLITAN Borough of Rochdale. EDUCATION DEPARTMENT. PRIMARY. St John Fisher R.C. Primary (511)

Deputy Headships. METROPOLITAN Borough of Rochdale. EDUCATION DEPARTMENT. HIGH. Littleborough High (11-16)

Deputy Headships. METROPOLITAN Borough of Rochdale. EDUCATION DEPARTMENT. HEADSHIPS. For both posts application should be by letter

Deputy Headships. METROPOLITAN Borough of Rochdale. EDUCATION DEPARTMENT. HEADSHIPS. For both posts application should be by letter

Other Posts on Scale 2 and above. SUTTON (London Borough of) CHEAM COMMON JUNIOR SCHOOL. 1000, Kingswood Avenue, North Chesham

Other Posts on Scale 2 and above. KENT COUNTY COUNCIL. EDUCATION DEPARTMENT. MEDWAY DIVISION. ROCHESTER. ALLHALLOWS C.E. SCHOOL. (Infants)

Other Posts on Scale 2 and above. WILTSHIRE COUNTY COUNCIL. LARKHILL COUNTY SCHOOL. (Infants)

Other Posts on Scale 2 and above. KENT COUNTY COUNCIL. EDUCATION DEPARTMENT. MEDWAY DIVISION. ROCHESTER. ALLHALLOWS C.E. SCHOOL. (Infants)

Other Posts on Scale 2 and above. KENT COUNTY COUNCIL. EDUCATION DEPARTMENT. MEDWAY DIVISION. ROCHESTER. ALLHALLOWS C.E. SCHOOL. (Infants)

Other Posts on Scale 2 and above. KENT COUNTY COUNCIL. EDUCATION DEPARTMENT. MEDWAY DIVISION. ROCHESTER. ALLHALLOWS C.E. SCHOOL. (Infants)

Other Posts on Scale 2 and above. KENT COUNTY COUNCIL. EDUCATION DEPARTMENT. MEDWAY DIVISION. ROCHESTER. ALLHALLOWS C.E. SCHOOL. (Infants)

Other Posts on Scale 2 and above. KENT COUNTY COUNCIL. EDUCATION DEPARTMENT. MEDWAY DIVISION. ROCHESTER. ALLHALLOWS C.E. SCHOOL. (Infants)

By Subject Classification. Other Posts on Scale 2 and above. Domestic Subjects.

By Subject Classification. Art and Design. Scale 1 Posts.

By Subject Classification. Mathematics. Other Posts on Scale 2 and above.

By Subject Classification. Other than by Subject Classification. Scale 1 Posts.

By Subject Classification. Secondary Education. Remedial Posts. Scale 1 Posts.

By Subject Classification. Commercial Subjects. Scale 1 Posts.

By Subject Classification. Commercial Subjects. Scale 1 Posts.

By Subject Classification. Commercial Subjects. Scale 1 Posts.

LONDON C.E. COMPREHENSIVE SCHOOL. (Maitland South of) SHIRLAND HIGH SCHOOL. (11-16 Mixed Comprehensive)

By Subject Classification. Other Posts on Scale 2 and above. Domestic Subjects.

By Subject Classification. Art and Design. Scale 1 Posts.

By Subject Classification. Mathematics. Other Posts on Scale 2 and above.

By Subject Classification. Other than by Subject Classification. Scale 1 Posts.

By Subject Classification. Secondary Education. Remedial Posts. Scale 1 Posts.

By Subject Classification. Commercial Subjects. Scale 1 Posts.

By Subject Classification. Commercial Subjects. Scale 1 Posts.

SANDWELL (Maitland South of) SHIRLAND HIGH SCHOOL. (11-16 Mixed Comprehensive)

By Subject Classification. Other Posts on Scale 2 and above. Domestic Subjects.

By Subject Classification. Art and Design. Scale 1 Posts.

By Subject Classification. Mathematics. Other Posts on Scale 2 and above.

By Subject Classification. Other than by Subject Classification. Scale 1 Posts.

By Subject Classification. Secondary Education. Remedial Posts. Scale 1 Posts.

By Subject Classification. Commercial Subjects. Scale 1 Posts.

By Subject Classification. Commercial Subjects. Scale 1 Posts.

SECONDARY continued. English. Scale 1 Posts. BEDFORDSHIRE EDUCATION SERVICE. WORTHINGHAM SCHOOL. (Infants)

Scale 1 Posts. BEXLEY LONDON BOROUGH. ST. COLUMBA'S R.C. BOYS' SCHOOL. (Infants)

Scale 1 Posts. KENT COUNTY COUNCIL. EDUCATION DEPARTMENT. MEDWAY DIVISION. ROCHESTER. ALLHALLOWS C.E. SCHOOL. (Infants)

Scale 1 Posts. SUFFOLK COUNTY COUNCIL. EDUCATION DEPARTMENT. HITCHAM WOOD SCHOOL. (Infants)

Scale 1 Posts. HERTFORDSHIRE COUNTY COUNCIL. EDUCATION DEPARTMENT. DUNSTON DIVISION. ST. JOHN'S SCHOOL. (Infants)

Scale 1 Posts. KENT COUNTY COUNCIL. EDUCATION DEPARTMENT. GILLINGHAM DIVISION. WOODLANDS SECONDARY SCHOOL. (Infants)

Scale 1 Posts. MARKING HILL COMPREHENSIVE SCHOOL. (Infants)

Scale 1 Posts. ASHFORD DIVISION. ASHFORD KENNINGTON. (Infants)

Scale 1 Posts. NOTTINGHAMSHIRE COUNTY COUNCIL. EDUCATION DEPARTMENT. NOTTINGHAM. (Infants)

Scale 1 Posts. DUCKINGHAMSHIRE EDUCATION DEPARTMENT. DUCKINGHAM. (Infants)

Scale 1 Posts. BUCKINGHAMSHIRE EDUCATION DEPARTMENT. BUCKINGHAM. (Infants)

Scale 1 Posts. ENFIELD (London Borough of) EDUCATION COMMITTEE. ALBANY SCHOOL. (Infants)

Scale 1 Posts. HARINGEY (Borough of) HIGHGATE WOOD SCHOOL. (Infants)

Scale 1 Posts. LEVENSHULME HIGH SCHOOL FOR GIRLS. (Infants)

Scale 1 Posts. LONDON, N.1. ISLINGTON GREEN SCHOOL. (Infants)

Scale 1 Posts. BEDFORDSHIRE EDUCATION SERVICE. NORTH AREA. (Infants)

Scale 1 Posts. BEDFORDSHIRE EDUCATION SERVICE. UPPER AREA. (Infants)

Scale 1 Posts. BEDFORDSHIRE EDUCATION SERVICE. LOWER AREA. (Infants)

Modern Languages. Other Posts on Scale 2 and above. ENFIELD (London Borough of) ALBANY SCHOOL. (Infants)

Other Posts on Scale 2 and above. BEXLEY LONDON BOROUGH. ST. COLUMBA'S R.C. BOYS' SCHOOL. (Infants)

Other Posts on Scale 2 and above. KENT COUNTY COUNCIL. EDUCATION DEPARTMENT. MEDWAY DIVISION. ROCHESTER. ALLHALLOWS C.E. SCHOOL. (Infants)

Other Posts on Scale 2 and above. SUFFOLK COUNTY COUNCIL. EDUCATION DEPARTMENT. HITCHAM WOOD SCHOOL. (Infants)

Other Posts on Scale 2 and above. HERTFORDSHIRE COUNTY COUNCIL. EDUCATION DEPARTMENT. DUNSTON DIVISION. ST. JOHN'S SCHOOL. (Infants)

Other Posts on Scale 2 and above. KENT COUNTY COUNCIL. EDUCATION DEPARTMENT. GILLINGHAM DIVISION. WOODLANDS SECONDARY SCHOOL. (Infants)

Other Posts on Scale 2 and above. MARKING HILL COMPREHENSIVE SCHOOL. (Infants)

Other Posts on Scale 2 and above. ASHFORD DIVISION. ASHFORD KENNINGTON. (Infants)

Other Posts on Scale 2 and above. NOTTINGHAMSHIRE COUNTY COUNCIL. EDUCATION DEPARTMENT. NOTTINGHAM. (Infants)

Other Posts on Scale 2 and above. DUCKINGHAMSHIRE EDUCATION DEPARTMENT. DUCKINGHAM. (Infants)

Other Posts on Scale 2 and above. BUCKINGHAMSHIRE EDUCATION DEPARTMENT. BUCKINGHAM. (Infants)

Other Posts on Scale 2 and above. ENFIELD (London Borough of) EDUCATION COMMITTEE. ALBANY SCHOOL. (Infants)

Other Posts on Scale 2 and above. HARINGEY (Borough of) HIGHGATE WOOD SCHOOL. (Infants)

Other Posts on Scale 2 and above. LEVENSHULME HIGH SCHOOL FOR GIRLS. (Infants)

Other Posts on Scale 2 and above. LONDON, N.1. ISLINGTON GREEN SCHOOL. (Infants)

Other Posts on Scale 2 and above. BEDFORDSHIRE EDUCATION SERVICE. NORTH AREA. (Infants)

Other Posts on Scale 2 and above. BEDFORDSHIRE EDUCATION SERVICE. UPPER AREA. (Infants)

Other Posts on Scale 2 and above. BEDFORDSHIRE EDUCATION SERVICE. LOWER AREA. (Infants)

Other Posts on Scale 2 and above. ENFIELD (London Borough of) ALBANY SCHOOL. (Infants)

Other Posts on Scale 2 and above. BEXLEY LONDON BOROUGH. ST. COLUMBA'S R.C. BOYS' SCHOOL. (Infants)

Other Posts on Scale 2 and above. KENT COUNTY COUNCIL. EDUCATION DEPARTMENT. MEDWAY DIVISION. ROCHESTER. ALLHALLOWS C.E. SCHOOL. (Infants)

Other Posts on Scale 2 and above. SUFFOLK COUNTY COUNCIL. EDUCATION DEPARTMENT. HITCHAM WOOD SCHOOL. (Infants)

Other Posts on Scale 2 and above. HERTFORDSHIRE COUNTY COUNCIL. EDUCATION DEPARTMENT. DUNSTON DIVISION. ST. JOHN'S SCHOOL. (Infants)

Other Posts on Scale 2 and above. KENT COUNTY COUNCIL. EDUCATION DEPARTMENT. GILLINGHAM DIVISION. WOODLANDS SECONDARY SCHOOL. (Infants)

Other Posts on Scale 2 and above. MARKING HILL COMPREHENSIVE SCHOOL. (Infants)

Other Posts on Scale 2 and above. ASHFORD DIVISION. ASHFORD KENNINGTON. (Infants)

Other Posts on Scale 2 and above. NOTTINGHAMSHIRE COUNTY COUNCIL. EDUCATION DEPARTMENT. NOTTINGHAM. (Infants)

Other Posts on Scale 2 and above. DUCKINGHAMSHIRE EDUCATION DEPARTMENT. DUCKINGHAM. (Infants)

Other Posts on Scale 2 and above. BUCKINGHAMSHIRE EDUCATION DEPARTMENT. BUCKINGHAM. (Infants)

Other Posts on Scale 2 and above. ENFIELD (London Borough of) EDUCATION COMMITTEE. ALBANY SCHOOL. (Infants)

Other Posts on Scale 2 and above. HARINGEY (Borough of) HIGHGATE WOOD SCHOOL. (Infants)

Other Posts on Scale 2 and above. LEVENSHULME HIGH SCHOOL FOR GIRLS. (Infants)

Other Posts on Scale 2 and above. LONDON, N.1. ISLINGTON GREEN SCHOOL. (Infants)

Other Posts on Scale 2 and above. BEDFORDSHIRE EDUCATION SERVICE. NORTH AREA. (Infants)

Other Posts on Scale 2 and above. BEDFORDSHIRE EDUCATION SERVICE. UPPER AREA. (Infants)

Other Posts on Scale 2 and above. BEDFORDSHIRE EDUCATION SERVICE. LOWER AREA. (Infants)

Other Posts on Scale 2 and above. ENFIELD (London Borough of) ALBANY SCHOOL. (Infants)

Other Posts on Scale 2 and above. BEXLEY LONDON BOROUGH. ST. COLUMBA'S R.C. BOYS' SCHOOL. (Infants)

Other Posts on Scale 2 and above. KENT COUNTY COUNCIL. EDUCATION DEPARTMENT. MEDWAY DIVISION. ROCHESTER. ALLHALLOWS C.E. SCHOOL. (Infants)

Other Posts on Scale 2 and above. SUFFOLK COUNTY COUNCIL. EDUCATION DEPARTMENT. HITCHAM WOOD SCHOOL. (Infants)

Other Posts on Scale 2 and above. HERTFORDSHIRE COUNTY COUNCIL. EDUCATION DEPARTMENT. DUNSTON DIVISION. ST. JOHN'S SCHOOL. (Infants)

Other Posts on Scale 2 and above. KENT COUNTY COUNCIL. EDUCATION DEPARTMENT. GILLINGHAM DIVISION. WOODLANDS SECONDARY SCHOOL. (Infants)

Other Posts on Scale 2 and above. MARKING HILL COMPREHENSIVE SCHOOL. (Infants)

Other Posts on Scale 2 and above. ASHFORD DIVISION. ASHFORD KENNINGTON. (Infants)

Other Posts on Scale 2 and above. NOTTINGHAMSHIRE COUNTY COUNCIL. EDUCATION DEPARTMENT. NOTTINGHAM. (Infants)

Other Posts on Scale 2 and above. DUCKINGHAMSHIRE EDUCATION DEPARTMENT. DUCKINGHAM. (Infants)

Other Posts on Scale 2 and above. BUCKINGHAMSHIRE EDUCATION DEPARTMENT. BUCKINGHAM. (Infants)

Other Posts on Scale 2 and above. ENFIELD (London Borough of) EDUCATION COMMITTEE. ALBANY SCHOOL. (Infants)

Other Posts on Scale 2 and above. HARINGEY (Borough of) HIGHGATE WOOD SCHOOL. (Infants)

Other Posts on Scale 2 and above. LEVENSHULME HIGH SCHOOL FOR GIRLS. (Infants)

Other Posts on Scale 2 and above. LONDON, N.1. ISLINGTON GREEN SCHOOL. (Infants)

Other Posts on Scale 2 and above. BEDFORDSHIRE EDUCATION SERVICE. NORTH AREA. (Infants)

Other Posts on Scale 2 and above. BEDFORDSHIRE EDUCATION SERVICE. UPPER AREA. (Infants)

Other Posts on Scale 2 and above. BEDFORDSHIRE EDUCATION SERVICE. LOWER AREA. (Infants)

BORDERS REGIONAL COUNCIL. PRIMARY SCHOOLS. Promoted Posts. HEADTEACHER. HEDDERSLEY PRIMARY SCHOOL. (Infants)

HEADTEACHER. MANOR PRIMARY SCHOOL. (Infants)

ASSISTANT HEADTEACHER (Early Education). PARTRIDGE PRIMARY SCHOOL. (Infants)

WILTON PRIMARY SCHOOL. (Infants)

SECONDARY SCHOOLS. Promoted Posts. PRINCIPAL TEACHER OF TECHNICAL SUBJECTS. HAWICK HIGH SCHOOL. (Infants)

PRINCIPAL TEACHER OF RELIGIOUS EDUCATION. PEBBLES HIGH SCHOOL. (Infants)

TEACHING POSTS. HAWICK HIGH SCHOOL. (Infants)

JEDBURGH GRAMMAR SCHOOL. (Infants)

KELOSO HIGH SCHOOL. (Infants)

PEBBLES HIGH SCHOOL. (Infants)

TEACHING POSTS. HAWICK HIGH SCHOOL. (Infants)

JEDBURGH GRAMMAR SCHOOL. (Infants)

KELOSO HIGH SCHOOL. (Infants)

PEBBLES HIGH SCHOOL. (Infants)

TEACHING POSTS. HAWICK HIGH SCHOOL. (Infants)

JEDBURGH GRAMMAR SCHOOL. (Infants)

KELOSO HIGH SCHOOL. (Infants)

PEBBLES HIGH SCHOOL. (Infants)

PREPARATORY continued

Other than by Subject Classification

LONDON, S.W.1. ... required for ...

WORCESTERSHIRE

... School ...

Colleges of Further Education

Directors and Principals

AVON COUNTY COUNCIL

... of ...

Other Appointments

BRENT

... of ...

LEICESTERSHIRE

... of ...

LEICESTERSHIRE

... of ...

LEICESTERSHIRE

... of ...

LEICESTERSHIRE

... of ...

LEICESTERSHIRE

... of ...

LEICESTERSHIRE

... of ...

LEICESTERSHIRE

... of ...

LEICESTERSHIRE

... of ...

LEICESTERSHIRE

... of ...

AVON COUNTY COUNCIL ...

ISLE OF WIGHT

... of ...

ISLE OF WIGHT

... of ...

ISLE OF WIGHT

... of ...

ISLE OF WIGHT

... of ...

ISLE OF WIGHT

... of ...

ISLE OF WIGHT

... of ...

ISLE OF WIGHT

... of ...

ISLE OF WIGHT

... of ...

ISLE OF WIGHT

... of ...

ISLE OF WIGHT

... of ...

ISLE OF WIGHT

... of ...

ISLE OF WIGHT

... of ...

ISLE OF WIGHT

... of ...

ISLE OF WIGHT

... of ...

TES special offer

Bay of Naples holiday

There has been a big response to the TES special autumn Bay of Naples/Pompeii holiday offer, details of which were given in the TES on June 24.

This is a week's holiday (October 23 to October 30) which coincides with half-term in many places—at an inclusive cost of £119.

Readers have pointed out that in some parts of the country half-term dates have been altered as a result of the Jubilee holiday, so we have decided to arrange a second departure on October 30 (October 30 to November 6). This will be subject to a minimum of applications, but given the response of the first offer we are confident of success.

The content of the tour is identical to our first offer and comprises:

- Direct flights London Heathrow-Rome and return.
• Coach transfers Rome-Massalubrense and return.
• Seven nights' half board in the Hotel Maria.
• A full-day excursion to Pompeii plus a half-day excursion to Herculaneum.
• Services of an experienced courier throughout.
• Inclusive cost—£119.

Both offers are still open. Two coupons are provided below, each for different dates. For complete details please return whichever coupon is appropriate to:

TES Holiday Offer, care of Page and Moy Limited, 136-138 London Road, Leicester LE2 1EN, or telephone Leicester (0533) 552521.

For October 23 to October 30

TO TES HOLIDAY OFFER, CARE OF PAGE AND MOY LIMITED, 136-138 LONDON ROAD, LEICESTER LE2 1EN:—

PLEASE SEND FULL DETAILS OF THE TIMES EDUCATIONAL SUPPLEMENT BAY OF NAPLES HOLIDAY OFFER TO:—

NAME
ADDRESS
PLEASE ALSO SEND DETAILS TO:—
NAME
ADDRESS

ATOL 133BC TES/POM1/DT

For October 30 to November 6

TO TES HOLIDAY OFFER, CARE OF PAGE AND MOY LIMITED, 136-138 LONDON ROAD, LEICESTER LE2 1EN:—

PLEASE SEND FULL DETAILS OF THE TIMES EDUCATIONAL SUPPLEMENT BAY OF NAPLES HOLIDAY OFFER TO:—

NAME
ADDRESS
PLEASE ALSO SEND DETAILS TO:—
NAME
ADDRESS

ATOL 133BC TES/POM2/DT

PADGATE COLLEGE OF HIGHER EDUCATION
FIXED-TERM PART-TIME LECTURER IN THEATRE STUDIES

As a result of reorganization there is a post to be filled as soon as possible and up to August 1978, of person appointed will be committed to teaching the equivalent of three days per week.

COLLEGES OF FURTHER EDUCATION continued
NORFOLK COUNTY COUNCIL
NORWICH LANGUAGE TUITION CENTRE

Required from late September 1977 a person to teach in the Language Tuition Centre, Norwich.

SOMERSET COLLEGE OF ARTS AND TECHNOLOGY
LECTURER IN GRAPHICS

Required from late September 1977 a person to teach in the Department of Art and Design.

SHROPSHIRE COUNTY COUNCIL
LECTURER IN TECHNICAL EDUCATION

Required from late September 1977 a person to teach in the Department of Technical Education.

OVERSEAS TEACHING POSTS

DIRECTOR OF LANGUAGE TEACHING INSTITUTE (QATAR)
Duties: to be responsible for the administration of this Government Institute and the organization of language courses for Government employees.

2 ENGLISH LANGUAGE INSTRUCTORS (OMAN)
Ministry of Defence
Duties: to teach English and some basic Arithmetic to members of the Sultan's armed forces.

LECTURER IN ENGLISH (ESP) (IRAN)
British Council (for National Iranian Oil Company) Ahwaz
To lead a small team teaching English for Special Purposes and preparing materials.

REGIONAL ENGLISH LANGUAGE ADVISER (YEMEN)
Regional English Language Teaching Adviser, El Hodide
To work in all aspects of the ELT programme including inspecting and advising teachers, teaching demonstration classes, responsibility for preparation and administration of examinations and for books, teaching aids and supplementary materials.

2 TEACHERS OF ENGLISH (BAHRAIN)
British Council Teaching Centre, Manama
Duties will include 18 hours (maximum) ELT, materials production and teacher training.

LECTURER IN LINGUISTICS AND TEFL (BURMA)
Institute of Education, Rangoon
Degree, postgraduate qualification in Linguistics/ Applied Linguistics or postgraduate diploma in TEFL/ TEBL and previous overseas experience essential.

INSPECTORS OF ENGLISH-PRIMARY (CAMEROON)
Educational Delegations for the east and north provinces: Bertoua and Garoua.
2 members of a team concerned with the introduction of English in Francophone Primary Schools. To inspect classes, advise teachers, organize in-service courses.

ELT ADVISER (CAMEROON)
South West Provincial Delegation for Education, Buea
To advise on English Language teaching at Primary, Secondary and Teacher Training levels. Degree teaching qualification and M.A. in Applied Linguistics (or 1 year University diploma in TEFL/TEBL); at least 4 years' relevant experience, preferably overseas and in teacher training; good French.

2 TEACHERS OF ENGLISH (BAHRAIN)
British Council Teaching Centre, Manama
Duties will include 18 hours (maximum) ELT, materials production and teacher training.

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number and title of post for further details; and an application form, to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

TEMPORARY ASSISTANT WARDEN

Tabernacle Community Centre
Salary up to £3,600 p.a. + Phase 2 Supplement

The Tabernacle Community Centre, Pavle Square, W.11 is owned by the Council but under the day-to-day control of a Management Committee of local members of the community.

The Royal Borough of KENSINGTON AND CHELSEA

Application form, quoting Ref. TES/873, from the Establishment Officer, Department 131, The Town Hall, Hcrnton Street, Kensington W8 7NX. Tel: 01-837 8582 (24-hour answering service). Application forms to be returned by 8th September, 1977.

SOUTHWARK CATHOLIC CHILDREN'S SOCIETY

ST. VINCENT'S, TEMPLE HILL, DARTFORD, KENT
The above is a Catholic Community Home with educational facilities for boys aged from 14 years.

TEACHER (Remedial Education)

SALARY: Burnham Scale 1 plus £312 p.a. supplement, plus Phase II Supplement, plus £264 Community Schools Allowance, plus £278 Excess Duty Allowance, plus £180 Darford Allowance for non-resident staff.

Applications invited from suitably qualified persons, preferably of the Roman Catholic faith, specialising in Basic Educational Development. Candidates must be prepared to contribute to a team work approach to the total education and care of emotionally and socially disturbed boys, and to share the out-of-school activities for which an extraneous duties allowance is paid for a weekly average of 16 hours.

J.N.C. Conditions of Service apply. 8 weeks annual leave. ACCOMMODATION: Three-bedroomed house available for married applicants on a service occupancy agreement for an annual charge of £231.

Single accommodation is also available. For an informal preliminary discussion, please contact the Principal at Dartford 24500. Full details and application forms obtainable from:

The Director, Southwark Catholic Children's Society, Russell Hill Road, Purley, Surrey CR2 2XB

Fit The THES on Your Schedule

The Times Higher Education Supplement puts you in touch with higher education. Find out how cheap it is to reach the higher education market—call our advertisement department on 01-837 1234.

THE TIMES Higher Education Supplement



Training Officer Middle East

A teacher of English as a Foreign Language is required for a challenging position with an Oil Company in the United Arab Emirates. Candidates (aged 27-40) must hold a Teacher-training qualification and have at least three years' experience of teaching English to foreign students. A degree in Modern Languages and experience of teaching overseas would be desirable. The successful applicant will teach male adolescents preparing to undertake technical studies in the U.K. and over a period of three years, must therefore acquire a command of the English Language to RSA III Level. Since all in-company training (apprenticeship scheme) is conducted in English over this period close liaison must be maintained with colleagues teaching other subjects in order to develop the students' technical English as much as possible. Ability to teach Mathematics and/or Science to GCE 'O' Level would be an asset.

The assessment of training needs and the arrangement and monitoring of industrial assignments are other tasks in which the selected candidate will be involved. A contract of up to three years is offered; substantial tax-free salary is paid and reviewed annually with bonus on anniversary dates; generous home leave; subsidised accommodation provided; educational and medical facilities available. Please write giving full details of age, qualifications and experience to date, to Box No. TES 2988, The Times WC1X 9EZ.

Colleges and Departments of Art

BROMLEY
SCHOOL OF ARTS AND DESIGN
The School of Arts and Design is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, School of Arts and Design, Bromley College, Bromley, Kent. Closing date: 15 September 1977.

SOMERSET
SCHOOL OF ARTS AND DESIGN
The School of Arts and Design is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, School of Arts and Design, Taunton, Somerset. Closing date: 15 September 1977.

Polytechnics

LONDON
POLYTECHNIC OF DESIGN
The Polytechnic of Design is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Polytechnic of Design, London. Closing date: 15 September 1977.

LONDON
POLYTECHNIC OF DESIGN
The Polytechnic of Design is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Polytechnic of Design, London. Closing date: 15 September 1977.

Universities

LONDON
UNIVERSITY OF LONDON
The University of London is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, University of London, London. Closing date: 15 September 1977.

MANCHESTER
THE UNIVERSITY OF MANCHESTER
The University of Manchester is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, University of Manchester, Manchester. Closing date: 15 September 1977.

TRINIDAD
UNIVERSITY OF THE WEST INDIES
The University of the West Indies is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, University of the West Indies, Trinidad. Closing date: 15 September 1977.

UNIVERSITY APPOINTMENTS

LANCASHIRE
COUNTY SOCIETY
THE CHANCERY SECRETARIES
The Chancery Secretaries is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Chancery Secretaries, Lancashire. Closing date: 15 September 1977.

Colleges of Higher Education

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
The College of Higher Education is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, College of Higher Education, Buckinghamshire. Closing date: 15 September 1977.

STATE COLLEGE OF ARTS & SCIENCE SOKOTO (Nigeria)

Applications are invited from suitably qualified graduate teachers with three to five years' teaching experience in the relevant disciplines to fill the following vacancies:

TWO lecturers for remedial English. They will be required to prepare candidates for 'O' levels. These students would have unsuccessfully attempted the 'O' level examinations.

- ONE lecturer for teaching 'O' and 'A' level English Literature.**
- ONE lecturer for teaching 'O' and 'A' level Chemistry (Physical).**
- ONE lecturer for teaching 'O' and 'A' level Zoology.**
- TWO lecturers for teaching 'O' and 'A' level Geography.**
- ONE lecturer for teaching 'O' and 'A' level History.**

Successful candidates will be required to take up appointments as early as possible.

The applicable scales are given below. The point of entry will be determined by the experience of the candidate. Ten per cent contract addition will be payable. At the end of the contract fifteen per cent of the total contract salary will be payable as gratuity. Fifty per cent of the gross salary will be remittable to home country. Home leave after 21 months' residential service during long vacation. A maximum of 25 Naira per month will be charged for suitable house with hard furnishing. Loan for purchase of a car will be available. Income tax approximately 12 to 15% of salary.

- G.L.10 : Naira 5460 to Naira 6432
- G.L.11 : Naira 6444 to Naira 6984
- G.L.12 : Naira 7104 to Naira 7752
- G.L.13 : Naira 7764 to Naira 8724

(Naira 1.20 = £1 at present rate of exchange)

INDUCEMENT ADDITION of Naira 600 p.a. will be payable to lecturers on G.L.10 only.

CANDIDATES ARE REQUIRED TO SUBMIT THREE COPIES OF THEIR CURRICULUM VITAE WITH THREE RECENT PASSPORT SIZE PHOTOGRAPHS AND THREE PHOTOSTAT COPIES OF THEIR QUALIFICATIONS.

- The following information must be provided:
- Full name
 - Place and date of birth
 - Nationality
 - Marital status, number of children and their ages
 - Qualifications: dates and detailed transcripts including subjects taken
 - Teaching experience including schools taught with dates
 - Present employment
 - Full postal address including telephone number
 - Two written references, one from the present employer/Principal/Headmaster

ALL APPLICATIONS MUST BE SENT BY REGISTERED POST TO PRINCIPAL, STATE COLLEGE OF ARTS & SCIENCE, SOKOTO, CARE OF THE LONDON REPRESENTATIVE OF THE UNIVERSITY OF LAGOS, 113 KINGSWAY, LONDON, W.C.2, WITHIN A FORTNIGHT OF THE APPEARANCE OF THIS ADVERTISEMENT.

CLEARLY MARK THE ENVELOPE 'S.C.A.S.'

Royal County of BERKSHIRE

YOUTH AND COMMUNITY WORKER

£3,537-24,008 plus recent pay awards

Applications are invited from suitably qualified men and women for the post of Youth and Community Worker in the north of Slough. The worker will be expected initially to develop the Britwell Boys Club; with an emphasis on activities, and subsequently to operate in partnership with a colleague based at a nearby Youth and Community Centre run by local Churches. Plans are being for the two workers to work to a joint liaison committee for the two centres, and for a new emphasis to be placed on work in the Community. Initial lodging allowance and assistance with removal expenses may be given. Interested? Telephone John Ashdown, County Youth & Community Officer, Reading SS91, ext. 149.

Further details and application forms available from the Director of Education (YCS), Kennet House, 89/91 Kings Road, Reading, Berks RG1 3BL. Closing date 9 September.

METROPOLITAN BOROUGH OF ROTHERHAM

Department of Education

ED. 16 SENIOR EDUCATION ADVISER (SECONDARY)

Salary Scale: Southbury/Burnham Group 9, £6,990-£7,989 plus £312 plus £189 p.a.

Applications are invited from men and women for the post of Senior Education Adviser (Secondary) in the Department of Education. The successful candidate will be responsible for the supervision of secondary schools in the area. The post involves a heavy teaching load and a commitment to the development of secondary education. Applications should be sent to the Director of Education, Metropolitan Borough of Rotherham, Rotherham. Closing date: 15 September 1977.

ED. 26 EDUCATION ADVISER

Salary Scale: Southbury/Burnham Group 8, £6,400-£7,413 plus £312 plus £189 p.a.

Applications are invited from suitably qualified and experienced teachers for the post of Education Adviser (Secondary) in the Department of Education. The successful candidate will be responsible for the supervision of secondary schools in the area. The post involves a heavy teaching load and a commitment to the development of secondary education. Applications should be sent to the Director of Education, Metropolitan Borough of Rotherham, Rotherham. Closing date: 15 September 1977.

Applications should be sent to the Director of Education, Metropolitan Borough of Rotherham, Rotherham. Closing date: 15 September 1977.

YOUTH AND COMMUNITY SERVICE

CITY OF COVENTRY
EDUCATION DEPARTMENT
We are training unemployed young people. Can you help?

We are looking for skilled and experienced people with special personal qualities to help us to run courses for youngsters who are seeking employment.

If you think you can help, if you have a craft, industrial experience or personal skills, if you genuinely sympathise with what we are trying to do, we want to hear from you.

Application forms and further particulars can be obtained by telephoning Coventry 25558. Ext. 2500. Applications should be made immediately.

Careers Service

CAREERS OFFICER AP 4/5

£3,366-24,095 plus £312 additional payment plus stage 2 supplement.

The temporary post has been created to help unemployed young people in the Basildon and Rayleigh areas of Essex to find jobs or the right type of training courses to help them to get jobs. Employment cannot be guaranteed beyond 31st March 1978, but consideration will then be given to the holder of the post being absorbed into the normal staff establishment of the Essex Careers Service. Candidates for the post (Post No.: CS133) should be suitably qualified with appropriate experience in the Careers Service, industry or commerce. The post will be based at either the Rayleigh or Basildon Careers Office and Car Mileage allowance will be paid.

Application forms are available from the County Education Officer, (G) P.O. Box 47 Thrafields House, Market Road, Chelmsford CM1 1LD (Chelmsford 6722 ext. 2808).

Closing date for applications will be 2 weeks after the appearance of this advertisement.



Essex County Council

Education in a different dimension.

A lot of educational jobs can be fairly predictable and routine. The job of an RAF Education Officer is neither of these.

Maybe we can tell you why. In the first place an Education Officer in the RAF, whether a man or a woman, is in a very responsible position because the Service has a crucial job to do. The maintenance of the highest standards of training is imperative. Our existence might depend on it.

Secondly, there is the nature of the job itself. The RAF is a big organisation of over 80,000 people. It is also a committed organisation. The people in it are there because they choose to be. As an educator you will find yourself dealing with people who really want to learn.

Your work may range from the instruction of young apprentices to the tuition of university graduates undergoing officer training at an RAF college. At all levels it is a satisfying experience. Teaching, however, is only part of the job. You will also be dealing at management level with the organisation of further education at home and overseas and with the improvement of training courses and methods. This will involve administrative work in liaison with outside specialists and officers of all branches of the Service.

You will find the work most rewarding and a useful background for civilian teaching. If you are looking for a worthwhile job where your contribution is truly valued - give thought to the RAF.

You may choose to spend 4, 5 or 6 years in the RAF with a chance of longer engagement to the age of 38 or for 16 years. And, if you are considered good enough, there are opportunities for service to the age of 55.

If you are interested, post this coupon now to Group Captain H. E. Boothby, OBE, ADC, BA, RAF Officer Careers, (949 416/9), London Road, Stanmore, Middlesex, HA7 4PZ.

ONLY SO MANY CAN BECOME THE FEW

Please send me information about a career as an Education Officer in the RAF.

Name _____
Address _____
Date of Birth _____ (Age limit 18; exceptional candidates may be considered up to 38)
(Personal application must be made in the UK)
With this coupon please enclose, in confidence, a brief curriculum vitae. You should be a graduate, preferably qualified to teach. 849 416/9

DEVON HUNTING COMMUNITY COLLEGE

Applications are invited from suitably qualified and experienced teachers for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Devon Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX
HUNTING COMMUNITY COLLEGE
The Hunting Community College is seeking applications for the post of Lecturer in Graphic Design. The successful candidate will be responsible for the teaching of graphic design to students on the B.A. (Hons) Graphic Design course. The post is full-time and involves a heavy teaching load. The successful candidate will be expected to contribute to the development of the Department of Art and Design. Applications should be sent to the Director of Studies, Hunting Community College, Devon. Closing date: 15 September 1977.

ESSEX



Metropolitan Borough of WIRRAL

YOUTH OFFICER—£4,250-£4,842 + £312 + pay supplement 1977

Applications from persons with qualifications and experience in the Youth Service...

Application forms and further details from the Director of Education...

METROPOLITAN BOROUGH OF SOLIHULL

Senior Careers Officer

A.P. Grades 4/5 (£3,366-£4,095)*

A person with successful experience in the Careers Service is required to be mainly responsible for the services provided for 'A' level and Further Education students...

City of Manchester Education Committee

RE-ADVERTISEMENT

PRINCIPAL ADMINISTRATIVE ASSISTANT

Community Education Branch, established in 1974, is responsible for Adult Education, the Youth Service, the Careers Advisory Service, Community Centre and for the full range of community education activities...



ADMINISTRATIVE ASSISTANT

AP 4/5 £3,366-£4,095 plus supplement of between £465 and £520 p.a.

Required at Vale Royal District Education Office.

The post involves oversight of the administrative work in respect of approximately 100 educational establishments...

Application forms and further particulars are obtainable from the District Education Officer, Cheshire County Council, Walling Street, Northwich, CW8 5ET.

Closing date: 9th September.

ADMINISTRATION Local Education Authority continued

DYPED COUNTY COUNCIL AREA EDUCATION OFFICER

Required for Hill of Test, Lancashire...

EAST SUSSEX HEALTH EDUCATION OFFICER

Senior IV £3,251 to £3,541 maximum plus £312 supplement...

LIVERPOOL COUNTY COUNCIL EDUCATION OFFICER

Senior IV £3,417 to £3,707 plus £312 plus a per cent supplement...

WARWICKSHIRE COUNTY COUNCIL EDUCATION OFFICER

Senior IV £3,417 to £3,707 plus £312 plus a per cent supplement...

WIGAN Metropolitan Borough of Education

Senior IV £3,417 to £3,707 plus £312 plus a per cent supplement...

LEICESTER DIOCESAN BOARD OF EDUCATION

Applications are invited for the post of Educational Officer...

General

LEICESTER DIOCESAN BOARD OF EDUCATION

Applications are invited for the post of Educational Officer...

Librarians

BRISTOL COUNTY COUNCIL

Applications are invited for the post of Educational Officer...

Applications are invited for the post of Educational Officer...

Ancillary Services

RESIDENT MATRON HOUSEKEEPER

Required for Hill of Test, Lancashire...

Miscellaneous

NEWCASTLE

Applications are invited for the post of Educational Officer...

ESSEX

Teachers wanted for five year old Catholic girls...

SURREY

Qualified teachers required for two primary schools...

ENGLISH AS A FOREIGN LANGUAGE

Representation, world-wide sought by (G.O.) approved...

COMMUNITY ARTIST

Graphic design and poster photography for community projects...

Part-time Assistant

Part-time Assistant required for the recruitment office...

Outdoor Education

LOTIAN REGIONAL COUNCIL

Department of Education, Lotian Outdoor Education Centre...

Senior Librarian

Applications are invited for the post of Senior Librarian...

County of Cleveland

EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER, £7,249-£7,927 (Includes Supplements)

Applicants should be honours graduates of a British University with appropriate teaching and/or administrative experience...

Application forms and further particulars are available from the County Education Officer...

EDUCATION DEPARTMENT

Carcers Officer

£2,529-£3,282 plus Stage I and II Supplements

Applications are invited for the above vacancy in the Education Department...

Application forms and further details from the Establishment Officer...

BARNESLEY

METROPOLITAN BOROUGH COUNCIL

Education Service

SENIOR PROJECTS OFFICER

Salary scale: Soulbury Senior Range points 17-21 £4,992-£5,577 plus £312 p.a. supplement and Phase II pay award

Applicants should be experienced in Youth and Community work. To be responsible for the promotion and oversight of projects in Avon...

Further details and application form returnable by 16th September from Director of Personnel...

Careers Service

Applications are invited for appointment as Trainee Careers Officers (2 Posts)

Salary AP2/3 (£2,829-£3,282, plus supplements)

The persons appointed will be seconded on salary to one year full time course leading to the Diploma in Careers Guidance...

Details and application forms from Chief Education Officer...



OUTDOOR EDUCATION continued

POOLS AND DORSET Adventure Centre requires as soon as possible...

English as a Foreign Language

BERKSHIRE

Senior Post E.P.L. TRAINING

Central London

EPSON

LONDON, N.W.4

FULLY QUALIFIED

HOLIDAY AND PERSONAL LOANS

IMMEDIATE ADVANCING

MORTGAGES

PERSONAL LOANS

MORTGAGES UP TO 100%

PERSONAL LOANS

SALARIED PERSONS POSTAL LOANS LTD.

THE GROUP THEY TALK ABOUT ON THE RADIO

WESTMINSTER SOCIAL SERVICES

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

WORCESTERSHIRE COLLEGE

Personal

Announcements

A PRIVATE ADVANCE

AGENCY REQUIRES

EMIGRATE WITH BREWER & TURNBULL

FOR LOANS AND MORTGAGES

FULLY QUALIFIED

HOLIDAY AND PERSONAL LOANS

IMMEDIATE ADVANCING

MORTGAGES

PERSONAL LOANS

MORTGAGES UP TO 100%

PERSONAL LOANS

MORTGAGES UP TO 100%

PERSONAL LOANS

MORTGAGES UP TO 100%

PERSONAL LOANS

MORTGAGES UP TO 100%

PERSONAL LOANS

MORTGAGES UP TO 100%

PERSONAL LOANS

MORTGAGES UP TO 100%

PERSONAL LOANS

MORTGAGES UP TO 100%

PERSONAL LOANS

MORTGAGES UP TO 100%

PERSONAL LOANS

MORTGAGES UP TO 100%

PERSONAL LOANS

MORTGAGES UP TO 100%

PERSONAL LOANS

MORTGAGES UP TO 100%

PERSONAL LOANS

MORTGAGES UP TO 100%

PERSONAL LOANS

SAVE UP TO

ON RECOMMENDED RETAIL PRICES

GRAMOPHONES

IMMEDIATE

FULL OR PART-TIME

CRICK

JOB-HUNTING

MAXIMUM

PERSONAL LOANS

T SHIRTS

TEACHERS

TUTOR

WE make discs

WRITE and sell

ATTENTION GROUP ORGANISATION

HARROW HOUSE

TATE GALLERY

BRITISH ARTISTS

BRITISH MUSEUM

MUSEUM OF MANKIND

TATE GALLERY

DUKE OF YORK'S

PERSONAL LOANS

MORTGAGES

PERSONAL LOANS

MORTGAGES

PERSONAL LOANS

MORTGAGES

PERSONAL LOANS

MORTGAGES

PERSONAL LOANS

MORTGAGES

PERSONAL LOANS

MORTGAGES

PERSONAL LOANS

SAVE UP TO

ON RECOMMENDED RETAIL PRICES

GRAMOPHONES

IMMEDIATE

FULL OR PART-TIME

CRICK

JOB-HUNTING

MAXIMUM

PERSONAL LOANS

T SHIRTS

TEACHERS

TUTOR

WE make discs

WRITE and sell

ATTENTION GROUP ORGANISATION

HARROW HOUSE

TATE GALLERY

BRITISH ARTISTS

BRITISH MUSEUM

MUSEUM OF MANKIND

TATE GALLERY

DUKE OF YORK'S

PERSONAL LOANS

MORTGAGES

PERSONAL LOANS

MORTGAGES

PERSONAL LOANS

MORTGAGES

PERSONAL LOANS

MORTGAGES

PERSONAL LOANS

MORTGAGES

PERSONAL LOANS

MORTGAGES

PERSONAL LOANS

Educational Representatives

(Part-Time)

George Philip & Son Ltd.

old established publishers of geographical texts and materials, require part-time representatives to call upon educational establishments from mid-April 1978...

Remuneration by fees and expenses. Recent teaching experience in the geographical/environmental field would be an advantage.

Roger Bond, Group Educational Sales Manager, George Philip & Son Ltd., Norfolk House, Smallbrook Queensway, Birmingham B5 4LJ

PERIPATETIC STRING TEACHER

Applications are invited from suitably qualified persons for the post of VIOLIN/VIOLA teacher based at PEMBROKE.

The person appointed will be a member of a team of teachers implementing the Authority's scheme for instrumental instruction under the supervision of the Burnham Scales for Assistant Teachers...

Application forms and further particulars are obtainable on receipt of a stamped addressed envelope from the: Area Education Officer, G.P.O. Box 18, St. Thomas Green, HAVERFORDWEST, and should be returned by the 16th September, 1977.

HENRY D. THOMAS, Director of Education, Education Department Headquarters, Fibriwyd, GARMARTHEN, Dyfed.

Enquiries Assistant

WE ARE LOOKING for someone to join our Education and Training Department dealing with department's work. Candidates should be educated to 'A' level standard and be familiar with correspondence and personal callers in a busy environment...

Salary will be within £1,758-£3,017 per annum including supplement and London Weighting with good conditions of employment. Write or telephone, Chancery Lane, London, WC2A 1PL, telephone 01-242 1222.

THE LAW SOCIETY

EDINBURGH DUNFERMLINE COLLEGE OF PHYSICAL EDUCATION

Applications are invited for the post of PRINCIPAL LIBRARIAN

with effect from 1st October, 1977, or such other date as may be arranged.

Candidates should have: (i) University degree (ii) Librarianship qualification (iii) Relevant experience

The salary will be on the NJC Principal Officers scale, £6,063-£6,573 plus total annual supplements of £520.

Further information and application forms may be obtained from The Principal, Dunfermline College of Physical Education, Cramond Road North, Edinburgh EH4 6JD, to whom completed applications should be returned by 9th September, 1977.

Theatre and education

The last of summer

Heather Neill

The end of August—and those who are not polishing their football boots and repairing school uniforms in preparation for the beginning of term are enjoying the last of the summer, many of them expending a good deal of energy in the process. The Edinburgh Festival has just begun, the National Youth Theatre's season is well underway, and youth theatres and summer projects are presenting their work to the public at last.

Entry forms for the next play-script competition (closing date December 31) are available from the Director at 20 Lansdowne Road, Muswell Hill, London N10 2AU (01-883 4586). London, Royal Court. The deadline for entries for this year's Young Writers' Festival is November 12. This time there is to be a special section called "Fear Not" which is to be run in conjunction with the charity, Helping Hand, and is for London schoolchildren only. There will be three categories: plays (closing date November 1), poetry and prose (December 31) and projects (January 7). Winning entries will appear at the Royal Court in February and there will be a week of productions and workshops at the Cockpit Theatre in March. Further details from Gerald Chapman at the Royal Court (01-730 5174).

Leicester, The Cockpit Youth Theatre's Summer Project, The Golden Measure of Agamemnon which involves 50 young Londoners between the ages of 15 and 25, can be seen from September 2 to 17 at 7.30 pm. Leicestershire.—The National Festival of Youth Theatres' first national summer school will take place in various theatres and centres in the county. Young people's theatre groups from all over the country will be attending and there is a full programme of workshops for all participants. The festival opens with a production of John Arden and Margaret D'Arcy's epic Island of the Mighty by students from five Leicestershire schools.



Tim Spall plays Dud in "Wrong First Time" part of the new Peter Terson double bill at the Roundhouse Downstairs in which the veteran of NYT playwriting looks at the problems of parents as well as their children. This programme and Barrie Kaeffer's new play about the sixties, "Up the Tranchoon" (Shaw Theatre) will run until September 5. Barrie Kaeffer's other new work, "Killing Time", about unemployment, is at the Soho Poly, lunch-times.

Rehearsal David Self

Teaching Speech and Drama in the Infant School. By Penny Whit-tart. Ward Lock Educational. £4.00. 7062 3590 E. £2.25. 7062 3591 E. Teaching Speech and Drama in the Infant School is a practical, explicit and down-to-earth handbook for the infant teacher who wants to "do" drama with her children but who feels she lacks expertise or ideas. The book covers movement, mime, storymaking, acting out of stories, improvisation resulting from dressing-up, and speech exercises. The trouble is that it is so helpful that the teacher who starts using it could well become dependent upon it and unable to break free from its prescriptive style—a health risk that may affect the children as well, for besides telling the teacher what to say and do, it tells the children how to react. Of course, plenty of children do need help in "playing", they do need to have periods of drama which will help them to develop loosely structured games into more formal ritual, they do need to take on roles and to act out experiences and stories, to rehearse for life. There are many activities in this book that will allow all this to happen, but there is also a lot of material that will give the drama specialist screaming nightmares and convince him or her that Joyce Grenfell's schoolteacher is alive and well in the infant's school and still making her children to be a lovely forest of trees ("Wait for it, Sidney, wait till you hear the symbol") and move in the breeze ("With the music, Sidney, with the music!").

Music

The food of love?

J. M. Thomson

Music and Society since 1815. By Henry Raynor. Barrie and Jenkins £6.00. Baroque, Classical, Romantic and Modern Music for Flute. Exploring Music Series. Edited by Peter Westall. Doosey and Hawkes £1.50. Music and Society since 1815 brings Henry Raynor's Social History of Music up to the present day, with a discussion of "music in a fragmented culture". The economic background of music is his particular strength. Indeed, it was a radio talk on the subject which brought about the commissioning of the series. He quotes from recent questionnaires on composers' earnings to show that about 10 British composers can still be said to live entirely from their music, and that average earnings of a sample 575 composers in 1971 were £185. The latest Performing Rights Society information is that 3 per cent of its members (both popular and serious) received £5,000 or over. Our musical treasury favours star performers. Henry Raynor pro-

vides a good starting point for a wide range of historical, sociological and aesthetic questions. Flute anthologies are to be welcomed and especially one that takes the baroque period seriously with examples of Telemann's own composition. In many ways the baroque comes off best in the Baroque and Hawkes collection, with a characteristic selection of works by Telemann, Vivaldi, Corelli, Couperin and others, and a recognition of Quantz, although a good teacher will be needed to supplement and explain. The other volumes seem less imaginative—there is no Haydn in the classical period, for instance, and the romantic volume is choked with some very ordinary music. Although the moderns include pieces by Peter Maxwell Davies and Copland, presumably copyright difficulties prevented the inclusion of pioneering works for an instrument which has found special favour among today's avant garde. Surprisingly, there is no Debussy. Works are given an approximate grading (they range from grades three to eight); used critically, the scales could provide the incentive to explore a wider repertoire.

Ballet

Chance in a million

Rosemary Hartill

FOR THE last three weeks children aged 11 and over have been coming to Ilkley College, Yorkshire, to take part in a residential ballet course extended by teachers, accompanists and lecturers. Among them are Iams Brenna, ballet master of the Royal Danish Ballet, Wayne Sleep of the Royal Ballet, Madame Irina Baranova, Alexis Rassiné, formerly premier danseur of the Royal Ballet, Peter Clegg, ballet master of the Northern Dance Theatre, and Joan Lawson of the Royal Ballet School. Last, and certainly not least, is Dame Alicia Markova, to whom Makarova herself still goes for advice. The man responsible for bringing together this outstanding collection of people to children who otherwise would not have a chance of being taught by professionals of such calibre is 35-year-old David Gayle. Formerly a dancer with the Royal Ballet, he was born in Ilkley. He says he still remembers vividly the excitement he felt as a child watching Makarova dance at Bradford. This is the third residential course out of 12 that he has run at Ilkley. All the children come for at least a week. "It takes a little while to

assess where they need most help", says Peter Clegg. "After a day or so they've got over the posing, and we can demand much more concentration and brainwork from them, making of them what they didn't know they could do, and providing a bag which they can work on later." One of the most remarkable aspects of this course is that the children are accepted on a first-come, first-served basis. This year five students came over from Canada. David Gayle says that in future the only principal of selection will be to give priority to British, and especially Yorkshire, children. Don't the teachers find it frustrating working with children of such uneven potential? Leslie Edwards says that anything that raises the standards of ballet around the country can only be worthwhile. "Sometimes children who have no great potential as dancers can develop into marvellous choreographers, notators and teachers." Markova emphasizes the importance of reaching the children when they are young. "Even if they don't continue in the ballet world, the self-discipline they learn helps them in later life." And then there is the benefit to ballet teachers who come along to observe the classes. To see and hear Markova is an inspiration in itself, a distillation of years of experience, the sharing of part of the incomparable heritage of the Russian classical dance. At 67, she looks about 50, in white trousers, a red and black stylish shirt, gold earrings and bracelet. "You did that beautifully", she says to a young dancer, "but you let it lapse. You must sustain the movement to its close, yes?" She demonstrates with a gesture that evokes a glimpse of her legendary dancing. "Use your breathing to help you. It makes it exciting to watch, then, and to do."

The all-in weekly fee this year for resident students has been just under £70, and for non-residents £40. Local authority grants are sometimes available. Further information, write to David Gayle, 17 St. Helen's Way, Ilkley, Yorkshire LS23 9NP. Clifford Turner's book was first published 27 years ago and it bears the marks of that pre-revolutionary age in British theatre. Its aim is to indicate the fundamental training which will put at the actor's command a technique of voice and speech, which will embody the essentials of his art. Much good advice is obscured by a style which now seems ponderous, stilted and old-fashioned. Pseudo-scientific jargon mars but does not invalidate the important emphasis laid upon "natural action" and breathing and acquiring breath control, and the need to take time to form new habits in mastering vocal technique. Exercises are given for the formation of vowels and consonants which seem familiar, and which have been used by countless teachers since he described them in 1950. The book contains many useful exercises for young actors directly related to their professional work. It offers helpful advice on how to use the voice and how to use it. These should be of use to many actors. The film provides a range of scope for projects and routines and it should help to bring to life some of the thoughts of the Renaissance man. In contrast, a documentary on a collective agricultural community

Poetry

North of the border

Shirley Toulson

Scottish Poetry Nine. Edited by Maurice Lindsay, Alexander Scott and Renwick Watson. Panther New Press £2.75. 8563 5 205 3. £1.75. 85635 206 3. Divisions on a Ground. By Robert Nye. Carcanet New Press £2.00. 85633 174 1. With various colleagues, Maurice Lindsay has edited an annual collection of new Scottish poetry for almost a decade. He intends that this volume shall be the last. Like the others it contains work by new and established writers: Norman MacCaig, W. S. Graham, Anno

Stevenson and Robert Nye are among the latter. Mr Nye's contribution, a lusty, visual evocation of autumn, is also included in his new collection. Most of the poems in this volume are, however, more literary and several are directly inspired by the poet's own reading. There is a sonnet for Samuel Johnson, an anecdotal poem for Robert Southey, and a surreal vision for Henry James. Many of the other poems deal directly with the craft of verse, and in "Expurgation" which forms the central part of the book, that concern is mingled with a celebration and record of love. The collection also includes a masque on the theme of the seven deadly sins, commissioned for the Stirling Festival in 1973.

Upstage, downstage

John James

VOICE AND SPEECH IN THE THEATRE. By J. Clifford Turner. Revised by Malcolm Morrison. Pitman Publishing £2.50. 273 00218 8. Clifford Turner's book was first published 27 years ago and it bears the marks of that pre-revolutionary age in British theatre. Its aim is to indicate the fundamental training which will put at the actor's command a technique of voice and speech, which will embody the essentials of his art. Much good advice is obscured by a style which now seems ponderous, stilted and old-fashioned. Pseudo-scientific jargon mars but does not invalidate the important emphasis laid upon "natural action" and breathing and acquiring breath control, and the need to take time to form new habits in mastering vocal technique. Exercises are given for the formation of vowels and consonants which seem familiar, and which have been used by countless teachers since he described them in 1950. The book contains many useful exercises for young actors directly related to their professional work. It offers helpful advice on how to use the voice and how to use it. These should be of use to many actors. The film provides a range of scope for projects and routines and it should help to bring to life some of the thoughts of the Renaissance man. In contrast, a documentary on a collective agricultural community

Art

Seats and sheep on the South Bank

Michael Clarke

The Hayward Annual. The Hayward Gallery May 25 to July 4 and July 20 to September 4. Contemporary British Sculpture. Battersea Park, June 2 to September 4. Rabble-rousing isn't difficult and quite a lot of it has been practised by critics reviewing the recent exhibitions of British art. Peter Blake has written and exhibited a letter (does he mean form a work of art along with the seats, bay-trees and clothes that make up the most substantial part of his exhibition?) demanding, among other things, that critics deal with the individual works of art, and most of his fellow-artists at the Hayward have been criticised for their lack of political and social relevance. At the risk of being labelled one more rabble-rouser I am forced to add that the situation is worse than that; too many of the works on show at the Hayward and at Battersea Park are without any discernible relevance at all. No doubt the problems of selection and organization of such exhibitions are great, but the experiences of the last 25 years

seem to have got us nowhere. It is no more so Michael Compton's telling us that no attempt has been made to illustrate or propagandize a theme or development in art, or styles, groups, media or subject matter than it is to admit openly that the selection is flagrantly and tastelessly as the very target, two-part display on the South Bank. If only the selectors had been a lot more partial we might have seen something a bit more focused and a bit more stimulating. The selectors showing at Battersea are on because the selection committee believes them to be representative of a British school of sculpture that supposedly flowered during the period of Her Majesty's reign. The sculptures on show, however, are not the rare blooms that might have substantiated such a claim but new works selected specially for this show. The intention is worthy enough. Unfortunately, the results are for the most part depressing. Hardly a handful of the 50 pieces bear any relationship to their settings, and some aggressively defy it. Moore's massive "Sheep Piece", if not exactly at home, at least

strikes some accord with its bank-side location. Tim Scott's piece reminds me how happily Picasso's witzy, water-thin "Bathers" had semaphored their messages several years ago from the very same lake-bed Frink's giant heads; images as exhausted as they appear to be closing their eyes not only to where they are but to conceal their emptiness. South London's "Cathedral" piece, however, suggests great palm leaves, stems, tendrils and roots and breathes the air of English Romantic art as frayed as does Barry Flanagan's cupped and chisled stone, stands proudly on its grassy slope resisting any possibility of being eclipsed by Moore's nearby piece. But three pieces and perhaps as many again do not amount to a celebration, and if the evidence of British Art in the Sixties on show at The Tate, is anything to go by the forthcoming exhibition of "British Painting 1951-77" at The Royal Academy will not provide one either. The exhibition almost all the British nation seems to be celebrating is the glittering display of extravagant waste and artifice conjured up by Fabergé. What the political significance of this event is we might well ask.



'Orbit 1977', by R. Pichler, Battersea Park

Past into present

Betka Zamoyska

The Age of Exploration and Expansion. 17 minutes colour. The Italian Renaissance. 14 minutes colour. The Kibbutz. 22 minutes colour. How a Hamburger Turns Into You. 19 minutes colour. 45 minutes colour. Hope is a method. 16 minutes colour. Old Sound and Vision Ltd. Woodhouse House, Quidno Road, Peterborough. As some of the latest films which can be hired from Guild Sound and Vision are two historical documentaries which give a lively impression of Europe in the fifteenth and sixteenth centuries. The Age of Exploration and Expansion and The Italian Renaissance. Both are concerned with discoveries. The Age of Exploration describes some of the adventures of the early explorers and quotes from contemporary reports which describe what the explorers came across on their travels. The commentary also poses such questions as: why did the explorations take place? why did European nations take the initiative in exploration and what did they find? The Italian Renaissance illustrates, through contemporary works of art, the effects that new ideas and changes in attitude were having on the artists. It provides a glimpse of the courts of the period. The audience is brought face to face with portraits of the period's dramatic encounter as they demand of expression can be seen. The contrasting thoughts of Michelangelo and Lorenzo de Medici are recounted in much the same way as people must have argued and discussed these ideas at the time. The rasping voice of Petrarch is heard describing the horrors of the plague. The film provides a range of scope for projects and routines and it should help to bring to life some of the thoughts of the Renaissance man. In contrast, a documentary on a collective agricultural community

in Israel, adopts a more detached attitude. The ideals that helped to create the Kibbutz and the way in which its members go about their daily lives are made clear to the audience, but the harshness of the Kibbutz remains an enigma. How do the younger generation feel who have been brought up in collective nurseries and specially educated for the part they will have to play in the community? This film misses the chance of giving the teenagers an inside view of a life style quite different from their own. One of the new human biology films How a Hamburger Turns Into You explains in detail why you are what you eat. It shows that the body gathers its proteins in much the same way as a car collects different parts on an assembly line. The commentary explains that proteins for all living things are different but that the very protein is composed of only 22 building blocks. Students of social studies should be interested in it. Students of biology and an amateur documentary made by a group of people who learnt to take video films of themselves. Fortunately for the film makers, a local cinema occurred while the project was taking place. An accident happens on one of the main roads in the area in a place where the protesters have long been petitioning for a zebra crossing. As a result of the accident, angry parents get together and set up protest marches and traffic blocks to force the authorities to take action. The feeling of solidarity among members of the community is doubly reinforced by the filming. In spite of out-of-focus shots and mumbled interviews, it is encouraging to watch the way in which communal life can develop in a South-East London suburb. A practical film for sex education, Hope is Not a Method, gives detailed information about seven different methods of contraception: withdrawal, rhythm, spermicidal foams, the condom, the diaphragm, the pill and the IUD. It explains the possible drawbacks and advantages of these methods and gives exact instructions for their use. The commentary gives scientific and medical information and destroys some of the myths connected with pregnancy which may give young couples a false sense of security.

Cinema

On the side of power

Jane Mercer reviews 'Lucky Luciano'

IT IS A sad fact of life in the cinema that so many good films have to wait so long for a London opening. Bigger ones may have a more assured and two and three weeks without trace apart from a few welcome but inevitably limited screenings in National Film Theatre. Occasionally, however, we have the pleasure of seeing a film which has since the Gate, the Electric, the Odeon, the and the Covent Garden Cinema in thank for this) the threat of being virtually unseen in Britain is averted, very often through the agency of the NFT. This is certainly the case of Francesco Rosi's masterly film, Lucky Luciano, currently being screened at the Gate in Notting Hill. This 1973 production was shown in a recent (July) NFT season of Rosi's films and largely because of its importation for this purpose and the enlightened programming policy of Barbara and David Stone at the Gate, it can now be seen by a wider audience. Together with three of Rosi's other films, Salvatore Giuliano, Hands Across the City and The Mattei Affair, this account of the life and influence of Charles "Lucky" Luciano forms a fascinating and original picture of the interconnection of political, social, economic and criminal elements in post-war Italy. Rosi's theme in Luciano is specific: the way in which society adjusts to and indeed uses organized crime. It was the thesis of his first mature film, Salvatore Giuliano, in which the Sicilian Mafia was shown as the tool of politicians in Rome and Palermo intent of controlling the post-war separatist movement in Sicily. The film's method of "re-constructed documentary" has since become Rosi's hallmark and shows clearly that the neo-realism pioneered by Rossellini and others before the war can be developed into a more polemic, combining in the words of one leading British critic, "visual elegance with intellectual rigour". Luciano uses the same style but here the eponymous hero is a fully fledged character (played superbly by Gian Maria Volonté—Rosi regular) whereas in the earlier film Giuliano was only ever seen in long shot. Norman Mailer has said of the film: "Anyone who hated The Godfather is likely to love Lucky Luciano. It is the finest movie yet made about the Mafia." Certainly the two films could not be more different and what makes Rosi's film so much more stimulating is the fact that it is a study not only of the gangster but of the forces on both sides of the Atlantic which created him, used him and allowed (indeed caused) him to prosper. Rosi shows again and again the complexity and duplicity

of the political hierarchy, especially in America where both political parties are indicted. Luciano, who was born in Sicily in 1897 and died in Naples of a heart attack in 1962 is shown as surviving so long and successfully not so much because of his own strength but largely by his shrewd integration with the aims and machinery of the authorities. He says, "The Mafia is on the side of whoever is in power" and as Rosi has shown in all his films far from being opposed to the forces of criminality, the establishment has an active finger in the pie and a vested interest in retaining an influence in this area. Compromise, manipulation and a carefully negotiated interdependence—these are the underpinnings of the world which Rosi explores in each of his films and he would be naive to think that despite their Italian setting the situation which he examines is confined to that country. His concern is not what makes his protagonists tick, their intensely personal motives, but the motivation for and effect of their public personas and he equates the "good" with such technical skills as such intellectual clarity which created him, used him and should be recognized as one of the most important directors working in the cinema today.

Let my people go

Leonard Quart

Black Culture and Black Consciousness: Afro-American Folk Thought from Slavery to Freedom. By Lawrence Levine. Oxford University Press £9.75. 19 50288 X. Professor Levine has written a dense, thoroughly researched and literate study of Afro-American oral culture. And the book demonstrates just how richly textured, original and vital that culture is. Professor Levine does not see Afro-Americans as mere passive victims of an oppressive white society, but "as people with a point of view

and a cultural front of reference who were able to respond with some degree of selectivity and intelligence to their environment." Their resistance was more existential than political, but they were able, through jokes, to unmask and express anger towards white behaviour and institutions. One characteristic story told of a black preacher who didn't believe in Hell's existence and to make his point told his congregation: "Oh no my friends! The Lord would not respect himself by making a place called Hell when we already have a place called Georgia!" Levine examines in great detail

(the book is filled with specific examples and included here) the songs, folktales, aphorisms, verbal games, mythic heroes—the complex range and development of Afro-American folk thought. It is an organized analysis and a brilliantly needed dimension to recent revisionist history. For it has become clear that the traditional notion that Afro-Americans were shorn of a past and a history is fallacious, and that in the oral culture important strands of African consciousness were kept alive, and a sense of black dignity and community were preserved.

